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ABSTRACT

The manual describes specific procedures by which an educational consultant can train classroom teachers and other social agents how to increase the social and academic performance of acting-out children in first and second grades. The intervention procedures require 30 days to implement and to train teachers to regulate their attention so as to reinforce desired behaviors. The first section of the manual covers such tasks as initial identification and referral, presenting the program, securing child and parental consent, signing contracts, and recording observational data. Section 2 provides exact instructions for implementing the program and descriptions of the procedures to be used in each day of the program. For example, on the second day the consultant is to check the program summary chart, coordinate program design with the teacher, explain what the student must do to earn points, have the child select a reward for the session, proceed with rewards immediately after the period, monitor class behavior to insure that the student is being reinforced by the activity and his peers while the class is participating in the group reward, and contact parents after school. In section 3, common implementation problems and possible solutions are considered. Appendixes contain forms required for program implementation. (GW)

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C O R B E H

CLASS

Program for

Acting-Out Children

Contingencies for Learning Academic and Social Skills

Hyman Hops, Hill M. Walker, and Sharon Hutton

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In Memoriam

Much of the work represented within this manual resulted from the efforts of Joseph A. Cobb, CORBEH Research Associate. Dr. Cobb's unexpected death in December, 1972, was a severe professional loss to the fields of special education and child psychology. He will be personally missed by his friends and associates within and outside CORBEH.

Joseph Cobb was dedicated to helping children achieve better and more satisfactory school experiences. Much of his research was directed toward achieving this goal.

This manual contains a system for teaching classroom teachers how to improve learning conditions for the acting-out child. Whatever success the manual achieves in this regard can be related to the work, effort and dedication of Joseph A. Cobb.

Acknowledgements

The authors gratefully acknowledge the many suggestions and contributions of Joe Delquadri; he and Ace Cossairt, master teacher trainers, were also instrumental in demonstrating that the CLASS program could be successfully implemented in the real world. We would also like to thank Diane Fleischman, for her valuable suggestions to the present format, and Roberta Taussig, for the tedious task of reading and culling potential problems from consultants' case notes.

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Introduction

The purpose of this manual is to describe a set of procedures for modifying the classroom behavior of acting-out children. The main objective of the procedures is to increase the acting-out child's level of social and academic achievement. Techniques are presented for increasing appropriate social and academic performance as well as for reducing the frequency of behaviors that interfere with such performance.

This manual has been written for use by school professionals who serve in consultative roles to classroom teachers, e.g., the elementary counselor, school psychologist, resource teacher, or special educator. It focuses on demonstrating to the consulting professional how to train classroom teachers and other social agents (parents, peers) to apply social learning principles. If applied correctly and consistently, these principles will produce significant gains for the acting-out child in behavioral and academic skill areas.

Specific procedures are detailed for use in regular first and second grade classrooms and may be extended to other school settings, e.g., playgrounds, hallways, and lunchrooms. To insure maximum success, the program should involve all the major social agents (teacher, peers, principal, parents) with whom the acting-out child has daily contact. Before the program begins, each social agent will have had his role clearly defined by the consulting professional and will be aware of the role of every other social agent.

The final goal of this program is to insure that the acting-out child will become a productive, achieving member of the regular classroom environment. By involving as many social agents as possible in the program, it is hoped that the treatment gains made by the acting-out child will be maintained over time and across multiple settings.

Development of the Procedures

The procedures described herein were developed and evaluated by the Center at Oregon for Research in the Behavioral Education of the

Handicapped (CORBEH). The Center is funded by the Bureau of the Handicapped, U. S. Office of Education. Its purpose is to further develop understanding of, and practical programs for, the education of behaviorally handicapped children.

The Center conducts experimental and applied research in two major areas. These are: (1) development of treatment packages for specific subgroupings of deviant or deficient classroom behavior, (2) investigation of methods and techniques through which the treatment packages can be implemented and utilized by school personnel. Treatment packages are being developed for the behavioral subgroupings of acting-out, distractability, social withdrawal, deviant peer relationships, and immaturity.

The acting-out procedures contained in this manual were initially developed within an experimental classroom setting. After the procedures proved to be effective in that setting, they were adapted for use with similar children in the regular classroom. There, a second study was carried out to test their effectiveness under different conditions.

The procedures were incorporated into a standardized treatment package and applied to 32 acting-out children (in regular classrooms) during the 1971-72 school year. Following treatment, significant changes occurred in teachers' attitudes toward children in the study so that the acting-out child was seen as less defiant, less hostile, and more cooperative. Further, the number of indicated referral problems was reduced considerably so that the child was no longer seen as needing treatment. Observations of the children's behavior showed that acting-out children in the first grade increased their appropriate behavior from 49.5% to 86.5% while second graders increased from 58.1% to 86.5%.

These changes in observed appropriate behavior were recorded six weeks after the entire program was completed, i.e., after all consultation with the consulting professional had been completed and after the teacher, peers, and parents had received the necessary training to maintain the child's appropriate behavior at a reasonable level. Thus, the data indicate that success can be maintained

following implementation and subsequent termination of this program. It should be reemphasized that these procedures are not designed simply to make rapid changes in the child's behavior, but rather to make behavioral changes which continue on into the child's school career.

The Acting-Out Child

The acting-out child in the classroom setting is easily identifiable by the teacher and his peers. Characteristically, he is the child who "acts out" against classroom rules, structure, and/or procedures. Often, he displays high rates of such behaviors as disrupting the class, noncompliance with teacher instructions and directions, inappropriate peer interactions, physical or verbal aggression, and destruction of property. The acting-out child's behaviors can represent a serious impediment to teachers, peers, to the learning process in the classroom setting, and subsequently, to himself.

Observational data has shown that classroom teachers spend a disproportionate amount of time in managing the acting-out child's behavior. In one study, Walker, Piegenbaum, and Hops (1971) found that five acting-out children, enrolled in separate classrooms, received an average of 14% of the teacher's total available time. With an average teacher-student ratio of 1:24, each student could expect to receive approximately 4% of the teacher's time. Thus, the acting-out children in the above study were receiving much greater amounts of teacher attention than were their peers. Further, a main portion of this attention was negative in nature and was directed toward the child's inappropriate behavior.

Another study also conducted in a regular classroom, showed that of the total time the teacher devoted to her three "best" and her three "worst" students, she spent 77% of her available time directing her attention to the three "worst" students, (Walker & Buckley, in press). As in the previous study, most of her attention was negative and was applied to inappropriate behavior. In effect, the teacher was deprived of time she could have spent teaching all the children. And children who were behaving appropriately were being deprived of needed attention and reinforcement.

Because the acting-out child spends so much time engaged in non-academic pursuits, he is often below grade level in essential academic skills and in achievement. This kind of student, with all his accompanying academic disabilities, often misses out on avenues of positive reinforcement for academic performance, which are common to the educational setting. Reinforcements for appropriate academic behavior are rarely available for him. The low probability of success or praise being associated with his academic behavior decreases the frequency of appropriate academic behavior in a downward spiraling process: e.g., the fewer the reinforcements, the less academic work attempted; the less academic work attempted, the fewer the reinforcements. In addition, many of the social behaviors demonstrated by such children are aversive to others and thereby preclude or severely limit the probability of the child being positively reinforced by teachers or peers.

If the acting-out child is to succeed in the regular classroom, he must learn to reduce his inappropriate behavior and, at the same time, to acquire behaviors which facilitate academic achievement (attending, task completion, listening to directions, following instructions, and so forth). It seems imperative that effective programs have to be applied early in their school careers if such children are to achieve a satisfactory school experience.

Overview of Intervention Procedures

The main purpose of the intervention procedures described in this manual is to produce rapid, significant changes in the acting-out child's behavior. A complimentary goal is to teach the classroom teacher how to maintain the gains produced by the program.

The intervention procedures require 30 days for implementation and are divided into two phases. Phase I lasts five days and requires a very intensive involvement by the consulting professional. Phase II consists of the remaining 25 days. The procedures are designed so that the consulting professional gradually withdraws from the program, while at the same time, responsibility for the daily operation is shifted to the teacher. However, the consultant retains an overall responsibility for the success of the program until the termination of Phase II.

The procedures are implemented for two 20-minute periods during Day One of the program. They are then extended to longer and longer periods of the day as the program progresses. However, the consulting professional's active involvement in the program is systematically reduced as this is achieved.

The consultant spends an average of eight hours involvement during implementation of the procedures. This does not include time spent in preliminary discussions with the teacher or in interviews with the child, his parent(s), and the principal.

The criteria for selection of the intervention procedures and materials included in this manual were: ease of training, relative lack of disruption of on-going classroom activities, low response cost to the teacher, consulting professional, principal, and parents, low financial cost to the school district, and a high probability of success. This manual has been designed to provide the consulting professional with a treatment package for the acting-out child that is based upon behavioral components which have been successfully tested with many children and teachers in first and second grade classrooms. It should be pointed out that these procedures have not been tested with children in higher grades and are not recommended for use with them until such testing has been successfully concluded.

How to Use This Manual

This manual is arranged as much as possible in temporal order from the initial referral of an acting-out child to the conclusion of the intervention procedures at the end of Phase II. It contains referral forms and procedures, instructions for conducting teacher/child/principal and parent interviews, instructions for introducing the intervention procedures in the regular classroom, and descriptions of recording forms used in implementing the intervention procedures.

The manual is divided into three sections plus an appendix. Section I covers all the tasks that have to be completed in order for the program to become operational. These include initial identification and referral, presenting the program, securing child and parental consent, signing contracts, and recording observation data. Section

II provides exact instructions to be used in implementing the program. Descriptions of the procedures to be used in each day of the program are also provided. Section III contains a discussion of common problems which may arise during implementation of the program and some suggested responses and solutions to these problems. In addition, examples of specific interviewing techniques are presented for the consultant who desires more detailed procedures. The appendix contains a variety of forms that are required for proper implementation of the procedures. An additional packet of forms is provided for each referred child for use in the actual implementation of the program.

For effective use the consulting professional should familiarize himself with all aspects of the manual before accepting a referral. Once the program has been initiated, it is important to review each section and rehearse the procedures to insure a sufficient level of mastery. The techniques are highly specific and should be carried out exactly as described in order to assure success.

Section I

Pre-Intervention Procedures

This section contains a description of tasks that have to be completed before the intervention procedures can be implemented. Specifically, these tasks include initial identification and referral, collecting baseline (pretreatment) data, deciding to accept or reject the case, and presenting the program to the teacher, principal, child, and parents and specifying their respective roles in the intervention procedures. These tasks are described in detail below as are procedural methods for accomplishing them.

Initial Identification and the Referral Process

As a rule, the acting-out child will be initially identified and referred by school personnel who have had considerable contact with him. However, it is possible that mental health clinics or other community agencies, who are involved with primary grade children, may also initiate referrals. It should be emphasized, however, that since the remedial program occurs in the regular classroom setting, the cooperation of the child's regular classroom teacher is essential. Therefore, the child's teacher should be involved from the beginning in a referral initiated by an outside agency.

The steps involved in the referral process are listed below and then described in the following section.

Step I: Accept initial referral

Step II: Interview child's homeroom teacher
- IIA. Have teacher pinpoint referral problems
- IIB. Have teacher fill out school information section of Referral Information Form

Step III: Arrange to observe child's classroom behavior

IIIA. Arrange to observe 20 minutes in a group activity and 20 minutes during individual seat work

IIIB. Request of the teacher that no changes be made in classroom routine

Step IV: Demonstrate use of Consultant Observation Form to teacher

IVA. Code plus (+) or minus (-) tally at 10-second intervals for an on-task and off-task behavior

Step V: Elicit classroom rules from teacher and record on Class Rules Form

VA. If rules not available, ask teacher to prepare a list

Step VI: Thank and praise teacher's cooperation - check appointment time

Accept Initial Referral

In accepting the initial referral, it is important to obtain as much information as possible concerning events surrounding the referral and record it on the Referral Information Form (Appendix I). That is, why was the child referred? What is the attitude of the referral source toward the child and his behavior? What previous service has the child received regarding this or related problems? To what extent is the referral source willing to participate in a program designed to correct the problem(s)? Answers to such questions can prove valuable in developing a suitable response to the referred child's needs.

Interview Child's Homeroom Teacher

The main purpose of this interview is to obtain the required information for: (1) deciding to accept or reject the case, and for (2) evaluating the program if the case is accepted. Since the visit is primarily information-gathering in nature, the teacher should not be given advice on how to manage the child. One should

be attentive and understanding of the teacher's position, but advice, negative feedback or assurance that the child will be accepted into the program are incorrect procedures at this time.

Assurances that you will look at the data and provide feedback to her about the child is more appropriate. You may find, for example, that after listening to the teacher, examining the referral form, and observing the child, that the program is not applicable to this child. Some other intervention, or none at all, may be more appropriate.

During the interview, it is helpful to have the teacher pinpoint the behaviors for which the child was referred. Try to get the teacher to be as specific as possible.

After this is done, have the teacher fill out the school information section of the Referral Information Form. The teacher should complete this section on her own. There are three groups of behaviors listed under Problem Behaviors Reported by the School. The first group relates to disruptive behaviors within the classroom, the second to problems with the child's peers, and the third to problems within the general school environment outside the classroom (school yard, hallway, assembly, etc.).

The teacher can mark one of four choices for each item: H = high frequency of occurrence; M = medium frequency; L = low frequency; and N = never. The child should be rated on every item in reference to his peers in the same classroom and not to an abstract idea of a "normal" child. In this way, the frequency rating will be made relative to each school setting.

Arrange to Observe Child's Classroom Behavior

Schedule an appointment with the teacher to visit the classroom to observe the referred child. Tell the teacher you want to observe the child for approximately 20 minutes each in a group activity, such as a reading group, and again during an individual seat work situation. However, be sure that your observations include those periods during which the child has been found to be most troublesome. If these occur outside the classroom, add that period to your observation schedule.

If the teacher indicates that the child has been a problem in only one type of activity, explain that you would like to observe both situations to assess his or her capability to work under different conditions. In addition, tell the teacher that the program will involve the whole school day eventually, and that you would like to get a representative sample of the child's behavior at this time.

Ask the teacher to make no major changes in the classroom routine while you are collecting data. Just emphasize that at this point, you are interested only in assessing the child and determining the probability of providing help through a program designed for children with specific common problems. Tell the teacher that when you enter the classroom, he or she should identify the child for you without disrupting the class and without the child knowing that he or she is to be observed.

Demonstrate Use of Consultant Observation Form

The Consultant Observation Form is contained in Appendix II. The purpose of this form is to allow the consultant to collect the necessary preliminary data for deciding whether the child can benefit from the program.

You should explain to the teacher that during each 20-minute period you will be making continuous observations of the child. That is, during each 10-second interval, you will tally a plus (+) when the child is engaged in on-task (appropriate) behavior or a minus (-) for off-task (inappropriate) behavior.

Elicit Classroom Rules from Teacher

Elicit some examples of the rules that the teacher has established in the classroom and what her behavioral expectations are. Record these rules, and the behaviors the teacher expects in each situation, on the Class Rules Form (see Appendix III). This information can be used as a guide for classifying the child's behavior during your observations. Explain to the teacher that on-task behavior is defined as being activly engaged in work provided by the teacher and also following classroom rules.

Teachers differ in what they allow children to do during academic periods. For example, some teachers allow children to talk about academic materials with their classmates, while others allow them to play games after completion of an assignment. In both instances, the child's behavior would be coded plus (+) unless other class rules were being disobeyed at the same time, e.g., destroying property, talking about nonacademic matters, etc.

The teacher may not be able to specify those classroom rules which would be in effect during your observations. If so, have her think about both the explicit and implicit requirements in effect in the classroom and prepare a list for you. You can examine the list just prior to the first observation period. You want to be certain that you are coding behavior as appropriate or inappropriate for that particular classroom, not a hypothetical one.

Thank the Teacher and Praise Her Cooperation

Express your gratitude to the teacher for her assistance. Check again that the time you have scheduled for additional observations in the classroom is correct. Inform the teacher that if there are any changes in her plans, you would be pleased to set another time for observation if you are given sufficient notice.

Baseline Data Collection Procedures

One of the most important steps in the identification/referral process is the collection of baseline data by the consultant. These data can be extremely valuable to the consultant in deciding whether to accept or reject a case. They can also be used to corroborate information about the child's behavior provided by the teacher or other school personnel.

This subsection outlines procedures to be followed in obtaining these data. Baseline data collection involves three different sets

of procedures. These are: (1) preparing to take observations, (2) recording observations, and (3) calculating reliability.

Preparing to Take Observations

There are a number of steps that can be taken before observing that will make the observation process both efficient and nondisruptive of ongoing classroom activities. These steps are listed sequentially below.

1. Check materials. Before going to the school to collect observation data on the referred child, be sure you have the following materials: (1) Consultant Observation Forms, (2) two sharpened pencils, and (3) a watch with a sweep second hand.

2. Check in with school secretary (if necessary). Follow the established rules regarding visiting personnel if you are not a member of the school staff. Introduce yourself to the secretary and tell her you have an appointment to observe in (teacher's name) room from _____ to _____.

3. Have teacher identify child discreetly. Arrive at the classroom a few minutes ahead of time, and as agreed upon earlier, have the teacher point out the child to you as inconspicuously as possible.

4. Choose an advantageous observation location. Position yourself so that you can observe what the child is doing and saying without drawing his attention to you. However, be sure not to get in the teacher's way or interfere with the regular classroom routine. Usually, standing behind the class or in a corner in the front of the room, is a good observation post.

If you can't see what is happening, move closer. Do not stare at the child, but instead, check his behavior out of the "corner of your eye!" The child's unawareness of your observation will increase the likelihood that the data you obtain will reflect his usual behavior.

5. Adjust to classroom before observing. Get a "feel" for the classroom. Accommodate yourself to the room and let the class members adjust to your presence for five minutes before you begin.

6. Do not interact with class members. Of course, if the children know you, a short greeting is expected. However, interaction should be kept at a minimum with none taking place during data collection.

7. Ask teacher if child's behavior was typical. Check with the teacher after the session to see if the child's behavior was typical. If not, arrange for another observation period.

8. Thank teacher and promise quick feedback. Thank the teacher for letting you visit the class. Attempt to provide some positive feedback about something you have observed in the classroom that day. Indicate that you will let her know about the decision regarding the child's entry into the program as quickly as possible.

Recording Observations

Fill in the header items on the Consultant Observation Form. Most are self-explanatory. The symbols for the classroom structure are G - group activity, I - individual activity, and T - transition. The symbols for the treatment conditions are R - referral, B - baseline, T - treatment, P - posttreatment, and F - follow-up. Then follow these steps for recording observations in the classroom.

1. Observe in group and individual activity periods. Observe the child continuously during two periods of approximately 20 minutes each; one scheduled during a group activity, the other during an individual activity.

2. Use Class Rules Form to determine appropriate behavior. As explained earlier, on-task or appropriate behavior is highly situation specific. Appropriate behavior also varies from classroom to classroom. That is, classroom rules that define on-task behavior may be different from one classroom to another. Therefore, it is essential that the Class Rules Form be used to determine appropriate behavior in each classroom in which you observe. In no case, should rules from one classroom be used to determine appropriate behavior in another.

3. Tally plus (+) or minus (-) for each 10-second interval. Use the sweep hand on your watch to measure off 10-second intervals. During each interval, the child's behavior is coded dichotomously; that is, a plus (+) for on-task (appropriate) behavior and a minus (-) for off-task (inappropriate) behavior. Each consecutive 10-second interval during the observation period must be coded either plus or minus.

A plus is scored when the child is working for the entire 10-second interval; a minus is scored if the child stops working or behaves inappropriately for any part of the interval.

(If a stopwatch is available to the consultant that has the capacity to start, stop, and record time cumulatively, then another method can be used to record the amount of appropriate behavior. On the Consultant Observation Form, record the real time at which you begin to observe. Then, whenever the child is on-task, start the stopwatch and keep it running until the child stops behaving appropriately. Keep the watch stopped until the child's behavior becomes appropriate and then start it up again. In this way, by starting the watch only when the child is on-task, you can obtain the cumulative number of minutes of on-task behavior for each period.)

4. Record the teacher's use of positive and negative consequences. It is a good idea to record the teacher's use of praise and disapproval during your observations. Previous research has shown that the contingent use of praise or social approval can have marked effects on the rate of children's appropriate behavior. In contrast, a high rate of disapproval may tend to maintain inappropriate behavior and at the same time create a negative atmosphere in the classroom. This data can be extremely valuable to the consultant as well as to the teacher. However, the consultant must use tact and good judgment in relating this information to the teacher.

During each 10-second interval, observe the teacher for instances of praise and disapproval directed at the observed child, and record the behavior in the same box used to record the child's behavior. An approval is coded using a circle (0) and a disapproval using a slash (/). For example, if a child was working and the teacher said "Good work!" then, the interval would be coded thusly, Φ; a plus for the child's on-task behavior and a circle for the teacher's praise. On the other hand, if the child had been talking to a peer about recess

during a work period, and the teacher said "Stop that!" the interval would be coded ⁄; a minus for the child's inappropriate behavior and a slash for the teacher's disapproval.

5. Determine percent appropriate behavior. Compute the percent of time in which appropriate behavior occurred during your observations using the Consultant Observation Form. Simply count the total number of intervals which were scored plus (+) and divide that number by the total number of intervals scored. Multiply that figure by 100 and you will obtain the percentage of intervals in which the child engaged in appropriate behavior. For example, during a 20-minute period, you would have rated the child for 120 intervals; if 50 of them were marked plus (+), the percentage of appropriate intervals would be 50 ÷ 120 x 100 = 42%.

The same procedure should be used in calculating percent appropriate behavior for group and individual activity periods. To obtain the percentage of appropriate intervals for both sessions together, divide the number of appropriate intervals for both session by the total number of intervals in which behavior was scored (in both sessions). Then multiply this figure by 100 to obtain the percentage for both sessions together. This method is used instead of just taking the average of the two independent calculations, because in some cases, the number of intervals varies between the two sessions and the average of the two would not be a true average.

(If a stopwatch was used to record the total amount of appropriate behavior, then the calculations are only slightly different. First, determine the total cumulative amount of time during which the child was on-task during your observation and record it in the appropriate place on the Consultant Observation Form. Then calculate the length of the observation period and divide that into the first figure; multiply the result by 100 and you will obtain the percentage of appropriate behavior for the child during that period. To obtain a percentage for both periods, add together the time on-task for both periods and divide that by the length of the two observations. Multiply by 100 to obtain the percentage of appropriate behavior overall.)

Calculating Reliability

It is usually a good idea to check your codings of classroom behavior with someone else to insure that you have not developed some idiosyncratic behavioral definitions which may be unique to you. Comparing your coding with someone else is known as checking the "reliability" or "agreement" of your ratings.

If more than one consultant is working on the program, obtain a reliability check between you so that you can see how well you agree on your observations. This is done by having both consultants code the same child at exactly the same time. The observations should be synchronized by starting and stopping on cue. Reliabilities should be calculated on both individual and group activities. Both sessions are necessary because it is usually more difficult to obtain reliability during group work than individual work.

After the simultaneous coding, count up the number of intervals in which you have both agreed and divide that by the total number of intervals during which data has been collected. For example, during a 20-minute period, you would have coded simultaneously for 120 intervals. If you have agreed, by both of you scoring either a plus or a minus, on say 100 of the 120 intervals, then your reliability would be 83%. (If both consultants are using stopwatches, divide the smaller time obtained by one consultant by the larger time obtained by the other.) Reliability should be at least 90% for the data to be considered satisfactory.

You are encouraged to check your reliability for two primary reasons. By establishing your reliability, you can be more assured that the results of your observations will be consistent from day to day. If your observations are not reliable, the results may be more a function of your unreliability than of the classroom behavior which you observed. Second, as previously stated, the CORBEH program for acting-out children is designed for a particular kind of problem child. Your observation data will determine, to a large extent, whether or not a specific child can benefit from it. Unique personal interpretations of criteria for appropriate behavior will result in the inclusion of children whose behavior problems do not fall in the acting-out category. As a result, considerable time, energy, and

hope will be wasted. For these reasons, the reliability of the consultant observation data should be checked periodically during the program.

Criterion for Accepting or Rejecting Referrals for the CLASS Program

There are two criteria used in the decision to accept or reject a child who has been referred for the CLASS program. These are based on the teacher's ratings of the child on the Referral Information Form and on the observations made by the consulting professional. Both of these are important sources of data.

Accept the Referral If

1. The teacher's ratings of the child's behaviors are such that there are four or more items rated M or H in Section A - Disruptive Classroom Behaviors, or three or more items rated M or H in Section B - Peer Relations, or in Section C - General School Conduct Sections of the form. In the past, similar ratings have been found to identify a large number of acting-out children.

2. The consulting professional's observations show the child to have less than 80% appropriate on-task behavior in either group or individual settings.

In some cases, the observation data may indicate greater than 80% appropriate behavior in the classroom, but the child's scores on the referral form indicate that he is more likely to be a problem outside the classroom, e.g., in the playground. This case can be accepted for the program. Our past experience suggests that once the program has been instituted for a student with few classroom problems, fairly simple procedures can be applied to reduce his frequency of inappropriate behaviors in other areas of the general school environment.

Do NOT Accept the Referral If

1. The teacher's ratings do not score the child as M or H on four or more items in Section A or three or more items in Section B or C.

2. The observations made by the consulting professional show the child to be functioning above 80% in both group and individual situations.

3. The problem is so specific that it can be corrected with minimal help. For example, in some cases, the child is not a problem in his regular class, on the playground, in the hallways, etc., but is a problem for a half hour a day when a visit is paid to a particular teacher. In such cases, the best solution is a visit to that teacher to offer help through consultation if the teacher is agreeable.

Should you decide to reject a referral, a meeting should be held with the teacher to discuss the data. The consultant should explain that the accumulated evidence did not support the hypothesis that this child was acting-out and could be helped by the CLASS program. The consulting professional might then suggest ways of dealing with specific problems that the teacher has been having with the child. Sometimes a teacher has unrealistic expectations of child behavior and working with the teacher to change inappropriate expectations is one suggested method of realigning her perception of a referred child.

Presenting the Program

This subsection of the manual covers the details involved in presenting the program to school personnel, to parents, and to the child. The presentations include a discussion of the behaviors for which the child was referred, the goals and objectives of the program, an overview of the intervention procedures to be used and the expected results. Three major purposes of the presentation are: (1) to provide the child and his parents with a basis for informed consent; (2) to specify the role of each party in the actual intervention procedures; (3) to secure contractual agreements from all parties as to the duties and tasks they will perform in the program.

In many respects, this is one of the most critical points in the program since it determines whether the child will be able to benefit from the procedures. It is also critical in the sense that the more support for the program received from the participants, the greater are the chances for success. The following material contains important points to be covered in presentations to school personnel, the child, and his parents. Appendix IV contains detailed sample presentations to school personnel and to parents in order to give the reader a more complete idea of how the conferences are to be conducted.

Presentation to School Staff (Teacher, Principal, Auxiliary Personnel)

When you have determined that the program should be implemented for a particular child, set up a meeting with the principal and the child's teacher. Time is saved and a clearer understanding of each person's responsibilities is achieved if both attend the same meeting. If other school staff are potentially involved, they should also attend this presentation since it is designed to provide a picture of the child's current functioning and the procedures involved in the overall program. The meeting might be introduced in the following manner:

"Thank you for attending this meeting. ((Child's name) has been referred because of classroom and/or playground and/or lunchroom

behavior problems. As you may know, I have been talking with (teacher's name) and have observed (child's name) in the classroom over the last few days. I want to share with you some of the observations I have made and also some of the referral problems that are of concern to (teacher's name)." (Include other school personnel if they have indicated specific concern about any of the behaviors listed on the referral sheet.

Show the meeting participants the referral sheet filled out by the teacher, and point out the problem areas, plus the items used in the selection process. Next, present the observation data, indicating how much appropriate, on-task behavior you observed in the individual and group situations, also giving the composite percentage for both. If you collected data on more than one occasion in either the group or individual settings, show the data for each session. (When data are available for a number of sessions, you may use a graph to show the relationship between each point. On the vertical axis, plot the percent appropriate behavior, and on the horizontal axis plot each session.) Go over the data and the referral problems in detail so that the staff will have a thorough understanding of the problems the child is having in school.

At this point, it may be helpful to solicit additional information from the teacher, principal and/or auxiliary personnel regarding the referral. Securing as much information as possible about the reasons for the referral and events surrounding the referral will assist all concerned in reaching a decision which serves the best interests of the child.

Once you have presented this referral information and it is agreed that the child is in need of service, the next step is to describe the procedures that will reduce the problems and improve the child's functioning within the regular classroom setting. It is important that you specify: (1) the purposes of the program, (2) the type of classroom behaviors that will improve as a result of the program, (3) the program's length and where it will take place, (4) the approximate time investment for each participant, and (5) general methods to be used. A sample presentation in which these points are covered is included in Appendix IV.

After this information has been presented, stop and answer any questions that may have arisen. You may find some of the questions difficult to answer. These questions or comments might include such statements as: "I think it's unfair to make special provisions for one child just because he is a behavior problem!", "All children should be treated equally and fairly!", "Isn't giving a child rewards the same as bribing him?", or "Why should a child receive special privileges for doing what he's supposed to be doing anyway?"

The CORBEH staff has encountered such questions frequently when presenting the program to school personnel and parents. Section III on common problems contains a listing of the most frequently asked questions in these presentations and a few possible answers to such questions.

After it has been determined that the child can benefit from the program, and that the appropriate school personnel are willing to participate, it is necessary to specify their respective roles in the procedures. CORBEH has developed a behavioral contract for achieving this goal (see Appendix V). The contract has a section for the principal, teacher, parents and child and specifies the tasks each will perform and be responsible for during the intervention period.

Pass out copies of the contract to everyone present and proceed as follows:

"We have found that the program works best if everyone who has responsibility for and daily contact with the acting-out child is directly involved in the program. It also increases chances that gains produced by the program will persist across settings; that is, from classroom to classroom, from classroom to playground, halls and lunchroom, and from school to home. The primary individuals who should be involved in the program are the principal and/or counselor, the teacher, the parents and the child himself."

"This contract specifies the role of each person in the program. The purpose of the agreement is to clearly spell out the responsibilities of everyone connected with the program and to get them to acknowledge those responsibilities in writing. All parties must sign

the agreement before intervention can begin. If there is disagreement over specific terms of the contract, all parties are free to discuss and change parts of the agreement through negotiation. However, once the contract is in effect, it cannot be altered unless everyone agrees to the change(s)."

Have the participants turn to page 7 of the contract and proceed as follows:

"Let's take a look at the child's role in the program first. You can see that specific behaviors are spelled out for (child's name) in the classroom, on the playground and in the gym, and in the hallways and lunchroom. If there are any behaviors which are unique to (child's name) that any of you would like to add, we can write them into the contract." (Be sure that behaviors added to the list are carefully defined!)

Write additions in the spaces provided on each copy of the contract and proceed as follows:

"As you can see, there are some additional things the child must agree to in order for the program to work. (Child's name) has to agree that the list of privileges available at home and school must be approved by the teacher and parents. In school, he must also agree to abide by a class vote in which a particular privilege is selected. He must agree to return the red and green card to school the following morning after the card has been taken home the previous day."

"There are also some things he must agree not to do. These are: (1) hurting or attempting to hurt another person; (2) destroying or stealing other people's property; (3) continually disobeying a staff member; (4) persistently refusing to complete assignments. On page 8, the contract specifies that if any of these behaviors occur, the child is to go home or to go to a designated school room and work on assignments furnished by the teacher until the time that classmates leave school for the day. The completed work must be returned to the teacher the following day in order to gain admission to the classroom. If the child is sent home, he should have enough school work to keep him busy for the rest of the day."

"The idea behind this is to separate the child from the problem situation and at the same time to apply consequences to his behavior for breaking the rules. However, it is important that when the child returns the next day with the completed work, he understands that he is starting off with a clean slate."

"This procedure takes care of the major behavior problems that cannot be reasonably solved within the school setting. It also provides Mr. and/or Mrs. (parent's name) with an awareness of the child's difficulties at school. We expect that (child's name) will be sent home at least once or twice. However, a few times should provide the child with enough unpleasant consequences that the breaking of major school rules will drop to a minimum."

Now that you have discussed what is expected of the child, ask that everyone turn to the teacher's section of the contract on page 3. Allow everyone time to read the teacher's section. Then proceed as follows:

" (Teacher's name) , you are the key individual in the program since the major behaviors we will work on initially are those that occur in your classroom. The contract states that you agree to have (child's name) observed in the classroom prior to, during and following implementation of the program so as to provide a true picture of the progress that has been made. You will permit me to set up the program, to provide the necessary resources, and to assume responsibility for the first five days of the program. You will need to allow time for and to help arrange group rewards for (child's name)'s progress."

"These rewards are to be available to the entire class and will consist of those on a list agreeable to you and related to your instructional goals (see Appendix VI for a suggested list). These might include such things as: the opportunity to play certain games during P.E., reading a story to the class, extra class time allowed on preferred subjects, field trips, educational TV programs, and playing math and reading games."

"As a key person, you will be slowly phased into the program and you will take over and maintain a modified version of the program

starting on the sixth day. Your role will not require excessive amounts of your time, but your active participation is absolutely essential for the success of the program. The details and procedures that will be established through our cooperative planning will continue until completion of the program, that is, for the remaining 25 days."

"The amount of attention that (child's name) will require after completion of the program will probably be less than the amount of time you are now spending in attending to his problems." (Use the referral form and observation data to illustrate this point.) "And hopefully the time you do spend will be concentrated on the kinds of behavior(s) you prefer, i.e., positive rather than negative."

At this point, it is essential that you be sure the teacher thoroughly understands his/her role in the procedures and what is expected of him/her. Answer all his/her questions honestly and in complete detail. Unless you have the teacher's complete support and cooperation, the program will not work!

Next, have everyone turn to the principal and/or counselor's section of the contract on page 4. After allowing them to read it, proceed as follows:

"Your major responsibility, (principal's name), is to provide (teacher's name) with support and encouragement throughout the program. These activities may consume small to moderate amounts of your time. However, the principal's active support can be crucial to the success of the program."

"Often a teacher who is attempting a new and innovative method of teaching or of dealing with behavior problems feels she is all on her own unless the principal and other staff members provide close, constructive support. You, along with other teachers, can provide the major source of encouragement for (teacher's name). You may at some point need to elicit the support of other teachers and staff members by involving them in helping carry through some aspects of the program. For example, (child's name) may run into problems in the school yard. The playground supervisor (name, if known) may need to collect observational information as well as participate in encouraging (child's name) when he is playing constructively and not misbehaving."

Answer any questions from the principal regarding the procedures or his role in them. Next, have everyone turn to the parent's section on page 5/6 and read the enclosed material. Then proceed as follows:

"Mr. and/or Mrs. __(parents' name)__ have specific home responsibilities as stated in the contract. Although Mr. and/or Mrs. __(parents' name)__ are not directly involved in the daily intervention program at the school, they are an integral and important part of the program in that they provide home rewards for appropriate school behavior. They are required to provide social praise, which is paired with home privileges, to aid in bringing about these behaviors."

"The red and green point card which we have discussed focuses the attention of Mr. and/or Mrs. __(parents' name)__ upon __(child's name)__'s school behavior. Hopefully, it creates a dialogue between them that will facilitate __(child's name)__'s appropriate behavior at school. When the program has ended and home privileges are no longer earned, we hope the parent-child dialogue will continue and help maintain the positive changes that have been effected."

"Mr. and/or Mrs. __(parents' name)__ are expected to take responsibility when __(child's name)__ is sent home from school for violations of major school rules, e.g., destroying property, hurting others, etc. The parents will enforce the principle that the child should work on assigned school work until the end of the school day or until the assigned homework is completed. The contract thus provides for involving the parents in the total program and for keeping them informed."

Answer any questions about the parents' role in the program. Then have everyone turn and read the consultant's section of the contract on page 2. Proceed as follows:

"My responsibilities are detailed in the contract so that all parties will know what my role is and what is specifically expected of me in the program. If at any time, you have questions about procedures, methods, or responsibilities, be sure to contact me since one of my primary functions is to serve as a resource person for this program. It is also my responsibility to see that the procedures are

implemented exactly as prescribed. There is a high probability that the procedures will produce the desired results if implemented properly. If they are not implemented properly, then there is no guarantee that they will work."

"I have the overall responsibility of conducting and supervising the program for 30 consecutive school days. I will share progress reports and observational information on (child's name) with all signers of the agreement. I am also responsible for providing the necessary materials for implementing the program. Finally, I am required to provide direction, information, encouragement and overall monitoring to all persons involved in the program."

Answer any questions regarding your role and responsibilities. Indicate that you will be available for consultation during school hours and for phone consultation after hours.

Further indicate that the next step in the program is to secure parental consent for (child's name) to be in the program and to insure that the parents will participate and cooperate in its implementation. Check to see whether the parents have been made aware of the child's problems at school. If not, it may help to have the principal or teacher make the initial contact to inform the parents that you will call. Mention that the school may be called upon to provide corroborative evidence of the child's behavior problems.

Thank everyone for their time and willingness to participate in the program. Indicate that you look forward to working with them in implementing the procedures.

Presentation to Parents

After completing school arrangements for the program, the parents should be contacted and informed about its purpose. The initial contact can be by phone, but an interview should be scheduled to obtain informed parent consent and to insure that they will participate in the program.

The parent interview can be conducted in either your office or the parent's home. A home interview will allow you to familiarize yourself with the home's physical layout and to observe areas where the child may study undisturbed.

Regardless of where the interview is conducted, you should try to make the parents feel as comfortable as possible. In many cases, they will have had prior contact with the school regarding the child's behavioral difficulties. Consequently, the parents may be somewhat defensive about references to their child's school performance. However, this is not to suggest that the parents shouldn't be carefully informed about the program as well as why their child was selected for it.

Explain that the program's purpose is to help first and second grade children improve their achievement in academic and social skills areas. Tell the parents that, in the program, academic and social skills are increased while inappropriate classroom behaviors--that is, behaviors which interfere with acquiring academic and social skills--are decreased. Then give examples of inappropriate behaviors. (Remember to adapt your terminology to the socioeconomic status of the family.) You might say:

"If (child's name) is daydreaming, doodling, out of his seat and engaging in mischievous behavior, or running around the room, he cannot be listening to (teacher's name) or working on assignments. These 'off-task' behaviors, as we call them, compete with proper academic 'on-task' behavior. This program has been tested in the regular classroom and contains specific procedures for replacing such off-task behaviors with on-task ones."

"When starting school, boys and girls are expected to make many adjustments--to the teacher, to the classroom, and to other children. These adjustments, which we sometimes take for granted, are often difficult for children. If we can make any one of them--or all of them--easier for (child's name), so much the better."

"A second reason this program is provided for children in the first two grades is to help them learn appropriate behaviors as early as possible. In this way, such things as ease of studying and getting along with classmates have a better chance of maintaining throughout their school careers."

At this point in the interview, you should provide the parents with a thorough description of the actual intervention procedures to be used in school. A sample presentation in which the program is explained to parents is contained in Appendix IV.

Explaining the parents' role in the program. After the parents have indicated they understand the general format of the program, you should explain their role in the intervention procedures. This procedure requires that you acquaint the parents with the tasks they are to perform. Proceed as follows:

"In addition to the program at school, there are some things you can do at home that will help achieve the goals we've outlined. For example, we are asking you to reward (child's name) with something at home. This is in addition to what he earns at school. When (child's name) brings the card home and (teacher's name) indicates that he has earned 80% of the possible points available, we want you to reward him."

Show the parents where this will be marked on the card. Give the parents a sheet of suggested home rewards (see Appendix VII). Proceed as follows:

"Notice that the reward is either small or large depending upon the length of time (child's name) has been 'on task' or has been behaving appropriately. I'd like you to make a list of rewards you would be willing to let him have at home. If he names any additional ones when I talk with him about the program, I will ask your permission to add them."

"We ask that you give at least three praises when (child's name) returns home with a card which shows he has earned home privileges. Some examples of praises you might use are: 'I'm really happy that you earned your points today!' or 'Good work! You're really learning how to earn those points!'"

"Don't add disapproving remarks. Try to keep it positive and all praise. An example of half-praise would be: 'Good work! You earned your points today, but how did you get so dirty?' Remember, don't use half-praises!"

"Other forms of praise can be shown by your interest in (child's name) 's school work. If he brings some work home along with the card, such as a drawing, talk to him about it. Ask him what he drew and comment on his efforts. You could say things like: 'That really does look like a house!' (or barn or horse or whatever), 'Those are nice colors you used' or 'I especially liked your use of shading.' His work needn't be excellent or even good, but find something about it that you can praise. Do not adversely criticize him!"

"Give (child's name) a total of three praises including the one for the good report card or points and the others for his school work. If no work is sent home, then ask him what he did in school that day. Listen intently and give (child's name) your undivided attention for the few minutes it takes to give the three praises."

"Another way to show your appreciation for his progress on the point card is to show it to other family members at dinnertime and tell them how proud you are that (child's name) is doing such a fine job in paying attention at school. I will leave you a list of praise statements (see Appendix VIII) that will help you to vary your praise from day to day."

"At the beginning of the program, (child's name) will be able to receive tangible rewards such as _____ each day. As the program progresses, the tangible rewards will be phased out because your praises will have become one of the most important factors in his continuing improvement. You should praise him for his school behavior or work for every day that he is in the program. There is just one exception to this rule."

"When a child is learning something new, as is always true of ourselves when we are learning a new task, he makes mistakes. We expect that (child's name) will goof a few times and will bring home a card that shows less than the required 80%. When he does, thank him for bringing it and sign it. Do not scold or criticize him! Also do not praise him except for bringing home the card. Do not give him the home reward for that day and make no further mention of the incident. In other words, simply ignore the fact that he did not meet his goal and do not provide the three praises. You

can be pretty sure that the next day he will bring home a satisfactory card and then you can provide the praises we have been talking about."

The purpose of this procedures is to clearly build in the expectancy that the child must earn the required 80% in order to receive points and praises at either home or school. Continue the interview as follows:

"As the material rewards are reduced at home and replaced with simple praise statements, the same thing will take place at school. The use of tangible rewards will no longer be necessary and (child's name) will have the satisfaction of receiving more and more praises from his classmates and his teacher. I'm not saying that after the program is completed you shouldn't provide some pleasant experience, such as a trip to the park or a picnic, but simply that praises should continue without the necessity of any other reward. Do you have any questions?"

Permit time for questions, then say:

"By the end of the program, no more cards will be sent home, but your interest in the work he brings home will provide (child's name) with more satisfaction and meaningfulness than any material reward."

"There is another part of the home program that is very important. It is designed to separate (child's name) from school if he gets in any serious trouble such as breaking a window, defying (teacher's name), or attempting to severely hurt someone. We ask that you accept him home with enough work, which we assign, to complete the school day. Don't punish him in any way, but keep him at his work throughout the school day or until he finishes his assignments."

"When he is sent home, you will be contacted by the school and I will check with you on how things are going and what you should do. If you go into (child's name) 's room and he is working on his assignment, praise him by such statements as, 'That's good, you are working,' or, 'Great! You are finishing the assignment.' You should do this once every five minutes at first and, then, at 10-minute intervals. If he completes his assignment before school is

officially over for the day, have him remain in his room. But once school is out and his work is completed, then he can do whatever he generally does, play outside, watch TV, etc. If he doesn't complete the assignment, keep him working until it is completed and do not allow him to do his usual outside-school activities."

"The usual result, when we follow this procedure, is that a child returns to school really ready to learn because he doesn't like to be sent home. This also gives him something to do and is a constructive way of dealing with the problem. We ask that another person be available to receive (child's name) if you are not at home. Do you have a babysitter, a friend, or a relative who would accept (child's name) home with school work, if need be?"

If the parents' response is negative, then tell them that a school staff member will supervise the child at school in a quiet, empty room.

At this point in the interview, you should explain the contract to the parents and discuss their section of it. Pass out copies to each parent and allow them time to read it. (For some parents, the consultant should read the section aloud to ensure that they understand it.) Explain the parents' role and what is specifically expected of them. Explain the roles of the other participants also. Then proceed as follows:

"To insure success, everyone must agree to participate in the program and sign an agreement which spells out his duties. This has to be done before we can start the program."

Answer the parents' questions, clarifying any confusion or misconceptions they have. If the parent(s) mention obstacles to their roles such as a difficult work schedule or the presence of a babysitter when the child returns from school, then offer simple explanations of how you can work around them. For example:

"If you are away when (child's name) returns from school and the card shows he has earned privileges for that day, the babysitter may praise him. We ask, however, that when you arrive home, you also praise him three times."

After these issues have been resolved, proceed as follows:

"Does this sound like a program in which you would like (child's name) to participate?"

If the parents respond positively, offer them a praise.

"Good, you'll really help (child's name) 's social behaviors and learning skills."

If the parents hesitate, appear puzzled, overwhelmed or otherwise resistant, encourage them to verbalize what is on their minds. Ask them:

"Do you have any questions? Is there any part of the program that I did not explain clearly? I know I've covered a lot of material and may have skipped something."

Signing the agreement. After the parents have had a chance to read and discuss the agreement with you, you have answered all their questions, and they have agreed to cooperate, ask them to sign the agreement.

"I'm pleased that you want to be involved in this program so that we can all work together to help (child's name) . We need to have you both sign the agreement which states that you will follow through on the program as specified in the parents' section."

Take out your pen and ask, "Which one of you would like to sign first?" Tell them:

"Remember that the agreement cannot be changed unless everyone involved, including (principal's name) , (teacher's name) , (child's name) , both of you and me, agree to the change. So at any time that you want to make a change or, for that matter, have any questions regarding the program, contact me during the day at (your office phone number) or after school hours at my home number, _____." (Give them a card, if you have one, with the information on it.) At this point, have the parents also sign the consent form (see Appendix IX).

Explanation of the Child Behavior Rating Schedule. Show the parents the 60-item rating schedule (see Appendix X) and say: "We would like you to take a few minutes and fill out this form. This will give us some idea of the way you see (child's name). We will ask you to fill it out once more after the program is ended. (If both parents) Please fill your individual copy out by yourself without discussing the items with each other. Make sure it is based on your first impressions. Don't think about any item for too long. If you don't think (child's name) is particularly one way or the other, or if you don't understand the item, just mark the middle. If he leans slightly in one or the other direction, mark one of the other spaces. This helps us compare all of the children in the program. Remember to fill out all the items.

Terminating the interview. Tell the parents you look forward to working with them in making the program a success. You can say, further, "I will be contacting you again just before the program starts to review what your part is. We will talk a little more about the list of rewards you are going to prepare and what you will say to (child's name) when he/she comes home each day.

Presentation to the Child

Arrange in advance of the interview to have a quiet, private room where you can meet with the child. If you are not a staff member with your own office in the school, have the secretary arrange to make a room available for you. Check the room in advance to see that there is a desk and two chairs in it.

Have the classroom teacher introduce you to the child, then ask him to go with you to a room so that you can talk for a while. Engage him in conversation while you walk to the interview room and try to put him at east by talking about high-interest subjects. Remember that the acting-out child usually has been in a one-to-one meeting with an adult for misbehaving and he may feel somewhat threatened by the situation.

Often the child will initiate the conversation and ask lots of questions. If the questions do not relate to subjects that have to do with his behavior, follow along with the conversation. If it has anything to do with what you consider to be private and confidential, tell the child you will discuss the matter when you are in the office with him. Keep the conversation light and about neutral subjects as much as possible until the two of you are in your office. Once in the office, proceed as follows:

"I am (your name) from the _____, and you have probably seen me in your classroom for the past few days during (specify the academic periods during which you have observed the student)." Tell him that you have talked with his teacher, principal and parents, and that they are concerned, as you are, about some of his behavior. At this point, check to see if the child is also aware of the problem. For example, you might ask, "Do you know what kinds of behavior they might be concerned about?" If he begins to talk about some of the disruptive behaviors that others have mentioned, encourage him by LISTENING and indicating your receptivity to his problems. Other appropriate responses by the consultant are comments such as, "Sometimes it's difficult not to do those things, isn't it?" and "I'll bet the other kids pay attention to you when you do that." If the child does not respond to the question or says he does not have any idea, you can say, "(Teacher's name), (principal's name), (other school personnel's name[s]), and your parents are concerned about some of your behavior in school, like (specify the least disruptive behavior of medium frequency from the referral form)."

"We are interested because we think that you can learn to do different things during school time. We are willing to work with you so things will go better in school for you, and so that you will have more friends. Can you think of any other things that might concern them about things you do at school?"

Pause and allow the child to answer. If he/she begins to cite some of the behaviors that people have complained about, encourage him/her to continue. In this way, you can make the child aware, in a nonthreatening way, that others are concerned with his behavior. Up to now it is likely that he has received considerable punishment from the environment. At the same time, the consultant

can use the discussion to obtain a list of possible rewards that can be used at home and at school for use once the program gets underway. These include doing things he likes as well as not having to do some of the things he dislikes.

Whether or not the child has responded to your last question, first talk to him about his likes and dislikes concerning school in and out of the classroom. Try to use open-ended questions, i.e., those that require more than a single word as a response. Questions which can be answered by "yes" or "no" tend to elicit very little; also, students usually answer in a socially desirable manner so that the minimal information you obtain is not very meaningful. Examples of good questions are, "What do you like to do in school? after school? What academic periods do you like most? Like least? What kind of games do you like to play?" Help the child to be specific once you have allowed him the opportunity to respond generally.

Proceed from the activities he engages in during and after school to the things he enjoys doing with his family, at home or elsewhere, and those things he does not enjoy. Keep LISTENING to him. Your gestural expressions of enthusiasm when he talks about his likes; and of concern when he expresses his dislikes are often as effective as any verbalization on your part. Use "Mm Hmm," head nods, and try to maintain eye contact. Verbal comments such as, "I don't think I'd like that either," or "That sounds like a lot of fun" are also very effective. Paraphrasing the child's statements is another way of responding, e.g., "Bike riding is a lot of fun," Having to go to bed early when your favorite television program is on can be a problem."

Listen carefully while he/she describes those things he/she likes or dislikes. Do they involve classmates, siblings, or other children in the neighborhood? In general, many of these children will have few friends because of their aggressiveness.

Give the child plenty of time to answer, and suggest other events that may be possible rewards. It is difficult to think of them all under these circumstances. In general try to obtain about five likes and/or dislikes, each for school, home and after-school activities. When you think the child is aware, either by what he

has said or by your statements, which behaviors are of concern to the teacher, principal and other school personnel, say to him: "I have asked you a lot of questions and you have given me a lot of answers. Now let me describe to you what I and (teacher's name), (principal's name), (other school personnel's name[s]) and your parents would like to do to help you get along better in school and to have more friends. If you do certain things at school, you can earn rewards like (specify those things from the reward list to which the teacher has agreed and which he has said he likes to do). These will be not only for yourself, but for all of your classmates. All of you will be able to (again specify the school rewards) if you do some simple things in the classroom, in the schoolyard and in the halls and lunchroom." (Cite only those situations that have been specified by the school personnel and are on the agreement.)

"Also your parents have agreed that you can have (specify rewards that match his likes and change dislikes into freedom from certain activities--such as permission to go to bed half an hour later)."

"Would you like to be involved in a program so that you can learn to change your behavior and earn these rewards for yourself and your classmates at school--and for yourself at home?"

In our experience, the child has invariably said yes. If an occasion should arise where a child says no, find out his reasons and then say:

"Let me tell you what you will have to do to make things better for you in school and to earn these rewards.

"I have an agreement here that has been signed by everyone but you. It is used so that we all know ahead of time the things that I and (principal's name), (teacher's name), (other school personnel's name[s]) and your parents, and you, will do during the time that we are helping you learn how to get along better in school.

"I'm going to read through your part of the agreement and show you the things that will be expected of you."

Read each line of the child's section of the agreement. If the teacher or other school personnel have added other behaviors under any of the situation categories, be sure to list and illustrate them for the child. If there are no reports from the referral data that he is having problems on the playground or in the hallways, then that section should have been deleted in your initial interview with the teacher and principal.

At this point, you should clearly specify what is expected of the child in the program and what he has to agree to. Proceed as follows:

"I am going to tell you some of the things that you must do if you want to be part of the program. First, you must:

1. Talk in a moderate tone of voice." Say in a moderate tone of voice, "This is a moderate tone of voice." Then say loudly, "IS THIS A MODERATE TONE OF VOICE?" If the child says, "No," ask in a whisper, "Is this a moderate tone of voice?" He should also say, "No." Praise him by saying "Good, you know what a moderate tone of voice is, and that's the way you will talk--not too loudly or too softly. Good!"

If the child answered your initial question regarding a moderate tone of voice with "Yes," tell him, "No, that's too loud. This is a moderate tone of voice." Then ask in a whisper, "Is this a moderate tone of voice?" If he agrees, tell him, "No, it's too soft. This is a moderate tone of voice." Continue this concept verification until he makes three consecutive correct responses.

"2. Cooperate with (teacher's name) and me by following instructions and working on assignments. I will pretend to be you and will pretend that (teacher's name) just asked me to work in my workbook."

Start playing with some paper by folding it and making an airplane. Ask the child, "Am I cooperating with (teacher's name) when I was asked to work in my workbook and instead I started to play?"

If he says "No," praise his response and give a number of examples of cooperation until he has made three consecutive correct replies. If he says "Yes," tell him, "No, I would not be cooperating if I was asked to work and played instead. I would be cooperating if (teacher's name) asked me to work in my workbook and I did." Illustrate with examples of cooperation until he has made three consecutive correct responses.

"3. Stay in your seat unless you must get materials, or the assignment requires you to be out of your seat." Have the student paraphrase and give examples of when he should be in his seat and when he may be out of it.

"4. Talk to and play with your classmates only at appropriate times." Be sure he understands the meaning of the word "appropriate." Then ask the child, "If (teacher's name) is giving a lesson, should I be talking and playing with my neighbor?" The student should respond negatively. If so, praise him. "Good! You know when you should be talking and playing, and when you should be listening." Offer a few more examples until he has made two consecutive correct identifications.

"5. Play cooperatively with other children on the playground and in the gym. Would I be cooperating if I played according to the rules of the game?" Praise him if he says "Yes." If he says "No," tell him, "Yes, I would be cooperating if I was playing according to the rules of the game." Then ask, "Would I be cooperating if I hit someone?" If he now answers "No," praise him with "Good thinking!" If he should respond "Yes," tell him, "No, hitting someone is not cooperating." Give several illustrations until he has made three correct discriminations.

"6. Follow the rules of the game." Ask the child, "If everyone was playing dodge ball and I took the ball and would not give it to anyone, would I be following the rules of the game?" If he says, "No," tell him, "That's correct!" If instead he says "Yes," say "No, that's not following the rules of the game." Give enough examples so that he furnishes two consecutive correct responses.

"7. Follow the instructor's requests." Ask, "If the teacher or instructor asked me to line up and I kept playing on the slide, would I be following the teacher's directions?" If he answers "No," praise his response; if "Yes," say, "No, I would not be following the teacher's directions." Illustrate until he makes two consecutive correct responses.

"8. Handle equipment properly." Ask the student, "If I were playing jumprope and I was jumping over the rope, would that be using the equipment properly?" If the response is "Yes," say, "You're right!" If he tells you "No," say, "I would be using it properly if I were jumping rope." Then ask, "If I were chasing someone with the rope and trying to trip him with it, would that be using the jumprope in the correct way?" If he says "No," tell him, "You're right! That wouldn't be the right way to use the jumprope." If the child answers "Yes," tell him, "No, that wouldn't be the correct way to use the jumprope." Give several examples until he responds correctly two consecutive times.

"9. Walk in the hallways quietly and talk in the hallways quietly." Ask the student to tell you how he should behave in the hall. If he says "Walk and talk quietly," praise the response. If he doesn't respond or answers incorrectly, tell him, "You must walk, not run, in the hall and you must talk quietly so you don't disturb other classes. Can you tell me how you should behave in the hall?" If the child responds correctly with information about quietness and not running, praise him. If not, repeat the procedure.

"10. Follow the rules of the lunch room and cooperate with the person in charge of the lunch room." Tell the student, "When I am in the lunch room, I should sit at the table and eat lunch without playing games. If the supervisor asks me to do something, like sit in a certain seat, I should sit in that seat and not argue with the supervisor." Now ask, "Am I following directions if I sit in a different seat?" If he responds "No," say, "Fine, you understand about directions in the lunch room." If he says "Yes," tell him, "No, I would not be following directions." Give any other example that may be particularly relevant to the student and situation present at your school. Have him make two consecutive correct responses.

When you have completed this task and have answered all the child's questions, say:

"If you agree to do all the things we just talked about and that are listed here (point to the agreement), then you can earn rewards for yourself and the class. Also, when you go home with a card signed by __(teacher's name)__ which shows you worked well at school, you will earn something at home like (specify again possible home privileges). How does that sound so far?"

The student usually agrees that it sounds very good to him. Then tell the student:

"There are certain things that you can't do at school, and, if they do happen, you will have to go home and work on school work there. There are three main things that you will have to go home for if you do them at school. The first is: <u>if you hurt someone or try to hurt someone, you will have to go home to do school work</u>. Do you understand that if you try to hit another person or fight with people either in the classroom, on the playground, during recess or even after school, you will have to go home?"

If the student responds appropriately, go on to the second point. If he looks confused or as though he doesn't understand the question, give another example and ask him to tell you in his own words what will happen if he hurts or tries to hurt someone, or if he gets into a fight anywhere at school. Then proceed as follows:

"<u>If you destroy property or take someone's property</u>, you will have to go home to work. If you tore up your neighbor's papers, would you have to go home?"

If the response is "Yes," say, "That's right!" If the child says "No," tell him "No, you would be destroying someone else's property so you <u>would</u> have to go home to work." Give him examples until he has made <u>three</u> consecutive correct responses.

"The last thing is: <u>if your teacher asks you to do something and you don't do it, how many times do you think she should have to tell you to do it</u>?"

Usually students respond with "Once." Some will go to the other extreme and way up to 10 times. The ideal number of times a teacher should have to tell a child to do something is very elusive, but certainly a teacher should not have to do so more than three times. Check in advance with the teacher on what she requires and use that figure. Ask the child:

"Do you think it would be fair if __(teacher's name)__ had to ask you only ___ times to do something?"

If he agrees, say:

"Fine, let's use ___ times as the rule of how many times the teacher should have to tell you something. So if you aren't doing what __(teacher's name)__ has asked you to do by the ____th time, you will go home and work. Okay?"

The student usually agrees. If not, discuss the point further, and find what criterion the student feels is fair and tell him you will check to see if that is agreeable to the teacher.

Explain the red and green card. At this point, show the child the red and green point card.

"I have here a card that will help you to know when you are doing the right things we have been talking about. You see it is red on one side and green on the other. When you are out riding in the car with your Dad and Mother, or when you are walking to school and you come to a red light, what does that red light mean?"

The child will usually answer with some statement about stopping. If he does, say:

"That's exactly right! It is a signal for your Dad or Mom or you to stop. And that's what the red side of this card is, too. A signal for you to stop! If I or __(teacher's name)__ holds up the red side of the card, you must stop what you are doing because whatever you are doing will keep you from earning your points."

Show the green side of the card and ask:

"What does the green signal on the street light mean?"

The child will usually answer "Go" or something to this effect. Tell him:

"Perfect! And that's what this green signal means. It tells you that you are doing fine. Keep up the good work! You are earning your points! Like the green traffic light, it means, 'Keep going!'"

"We will keep the signal card where you can see it. Let's pretend __(teacher's name)__ has passed out paper and asks everyone to put his name at the top of the paper. If you are writing your name on your paper and happen to look at the signal card, you would see the green side is toward you because what you are doing is exactly right. But if you don't write your name on your paper and, instead, start to draw a face with a color crayon--then, if you looked up, you would see the red side signalling you to 'STOP! You are not earning your points!"

Now have the child play the role of the teacher and operate the card. Model behaviors for the child, such as paying attention, opening a book when asked to do so, or any defined desirable behavior for which the student will earn points. If the child turns the card on green when appropriate behavior is modeled, praise him by saying, "Good, you really know how to earn points!" If he turns the card on the red side, tell him, "No, I would earn points for doing this, so the card should be on the green side." If he then turns the card on the green side, praise him by saying, "Good, that is the way we do it! Let's try a few more." If he does not turn the card to the green side, tell him to do so and praise him by saying, "Good, you almost have it! Let's try a few more."

By praising the student's approximations, you will shape his discriminations of appropriate and inappropriate behaviors. Have him practice until he has made <u>five</u> consecutive correct discriminations. Now show him the place on the card to tally his points and explain that he will take the card home so his father and mother will see how well he is earning his points.

When you have completed all the procedures described in this section, have the child sign the agreement. If you cannot reach an agreement over terms of the contract, ask the child to think about the program and about what else he might be interested in earning in order to be in the program. Then set up another meeting. Remember, that unless the student agrees to the program by signing the agreement, nothing will happen in the program!

After you have completed this section of the manual, go on to the section which describes the actual intervention procedures.

Section II

Intervention Procedures

This section of the manual contains a description of the intervention procedures for the CLASS program. The procedures to be implemented during each day of the 30-day intervention are described in detail.

As previously mentioned, the consultant's involvement in the program is most active during the first five days of intervention. There are a number of very crucial tasks that he must perform during this period. For example, he must contact the parents, teacher, and child separately to review their respective roles in the intervention procedures. He must present the program to the acting-out child's classmates so that they thoroughly understand it. He must introduce the program and operate it successfully for the first five days. Finally, he must train the classroom teacher to run the program and to assume control of it on the sixth day of intervention.

The importance of these tasks to the overall success of the program cannot be overemphasized. The precision with which they are performed will determine, to a large extent, the effectiveness of the intervention procedures. The following material contains procedural descriptions of each of these tasks as well as exact guidelines to be followed in implementing each day of intervention.

Pre-Intervention Parent Contact

Several days before the CLASS program begins in the child's classroom, call or arrange for another appointment with the parents, either at home or school. The purpose of this meeting is to review with them their responsibilities and duties in the program:

1. Remind them that the program depends in great part upon their willingness to cooperate and participate.

2. Go over the praise procedures in more detail. By this time, the parents will have had a chance to look at the list of suggested praises left with them after the first interview. Have them model a variety of praises which they will give to the child whenever the Red/Green Point Card is brought home indicating that a sufficient number of points had been earned for a privilege.

One way to insure that the parents are able to correctly praise the child is through roleplaying. Role-play the part of the child and have each of them give you a praise. You can introduce this feature in the following way: "Now let me pretend that I am (child's name) and I have brought home the card which tells you that I have received over 80% of the points available on that day. I received a reward at school and now I am also going to get one at home. You, Mr. and Mrs. (parents' names), play yourselves and show me what you would do."

See that the parents give appropriate praises and that they are awarded correctly. If not, reverse roles and let each of them play the part of the child while you play them so you can demonstrate how to administer praise. Then reverse roles again. Continue until the parents can make three praise statements without a hint of criticism in them.

Praising a child without criticizing is extremely difficult for some parents. You must be very careful that they do not say such things as, "You really did a fine job today, but how did you rip your pants?" Let them take up the latter issue at another time. Other statements to watch out for are, "You made your points today?" or "I thought you'd never get started." Such statements weaken the effect of any praise.

When parents are having difficulty, empathize with them by saying such things as: "Sometimes, these things are very hard to do, but you are saying the right things and with time you will feel comfortable doing it. Let's try it once more."

Next, rehearse what they would say to the child if the Point Card indicated that not enough points were earned for a privilege.

Here, the important point to remember is that the parents sign the card but make no issue about the failure, and that they ignore the subject of school. In this situation it is very easy for them to slip back into critical behavior. Role-play again, saying, "This time I will be (child's name) and I have only earned 65% of the points. Okay, you be yourselves." Later reverse the roles and have each parent play the part of the child and you play the parent.

Remember, you can provide a model for the parents in your interactions with them by not being critical, by being positive, and by praising them whenever they do well during the interview.

3. Review the procedures for providing a positive consequence each day the point card is broughthome, signed by the teacher, indicating that the required points were earned. During the last meeting, you gave the parents a list of suggested privileges or rewards to look at. Ask them if they made up their own list for the child. Each of these should be checked out with the child in advance since a consequence that is thought to be rewarding by the parent but instead has no value to the child is useless. However, the parents should have final approval as to whether a privilege can be awarded. Tell them which ones the child has chosen and ask them to add those which they approve of to the list. Then, ask them which one they will offer to their child for Day 1 of the program.

4. Tell the parents you will be contacting them each night for the first two weeks of the program, as it is essential that everyone be informed of the child's progress, and that this period is the time in which difficulties or problems are most likely to arise. Arrange for a convenient time for you to call or visit.

5. Remind them that the Point Card must be returned every day with it signed by one of them and with the reward (when given) marked on it. If the card is not returned, then the teacher will have to contact them (each day it occurs) and the program will be suspended if the card should not be returned two days in a row.

6. Remind the parents that you are available for any questions they may have during the running of the program. Check to see that they know how to reach you.

Pre-Intervention Teacher Contact

Make an appointment with the classroom teacher on the day before the CLASS program begins to review the responsibilities of all parties involved. Cover the following:

1. Praise the teacher for his/her willingness to devote time and energy to the program. Never miss an opportunity to tell the teacher that a good job is being done and to praise his/her participation and cooperation in the program.

2. Give the teacher a copy of the Program Summary Chart (see Appendix XII for further explanation) so that she can follow the daily procedures.

3. Tell the teacher that on the first day you will cue her once during each session by raising your hand or finger, at which time he/she will praise the child and award him/her a point on the green side of the card. Explain that it is important that the praise be given just before the point is awarded in order to strengthen the effect of praise later on.

4. Give the teacher the List of Suggested Praise Statements for Teachers (Appendix VIII - Part I) and have him/her model several of the praises for you. This is more important if your observations have indicated that praising is a low-rate behavior for this teacher. Remind the teacher that the best praises are descriptive as they inform the child exactly what the praise is being given for. Tell the teacher that additional praises can also be given as long as the the point card is on the green side. These can be delivered by going directly to the student, and praising or touching him/her or by calling out a praise from across the room.

5. Hand the teacher a Red/Green Point Card to familiarize him/her with it. This will minimize confusion about when the teacher can deliver praise during a session. The card also requires the teacher to list the number of points the child earns every day and the privilege(s) given in the classroom. This indicates to the parents whether or not a privilege is also given at home. The

teacher must sign the card and take responsibility for (1) seeing that the child takes the card home at the end of school each day and (2) checking to see that it is returned, signed, the next morning. Tell the teacher that giving the child the card at the end of the day to take home is also an optimum time to praise him/her for appropriate behavior.

5. Give the teacher information regarding the parents' participation in the program. Remind the teacher that the parents will be praising the child for school progress and providing a home reward every time they receive a card from him/her indicating that a sufficient number of points had been earned.

CLASS Program Procedure - Day 1
(Consultant Phase)

Overview

One day one of the program you will be involved for approximately 80 to 90 minutes. Note on the checklist for day one that you will need approximately 10 minutes for reviewing the program with the child, 15 minutes for presenting to the class, 50 minutes for conducting the two sessions (20 minutes for each session and 5 minutes for the earned reward), and about 5 minutes for contacting the parents. Refer to the checklist for day one for a temporal sequence of events and list of materials to be used.

Meet with the Child

You will need to allow yourself approximately 10 minutes with the child to review the initial interview content and behavior for which he/she will earn or lose points.

1. Review the discriminative function of the Red/Green Point Card. By role-playing, check to see whether the child can successfully make the discrimination between inappropriate behaviors

(looking away, banging a pencil, etc.) and appropriate behaviors (looking at the book or teacher, writing, reading, turning pages, etc.). If the child turns the card correctly, while you play the student role, praise him by saying, "Good! You know which behaviors earn points and which lose points. In the classroom, you will be trying to earn as many points as you can."

2. Go over the home rewards and ask him which one was agreed upon with his parents for that night.

3. Discuss the potential rewards in school. Remind him that he can choose any game in class which the teacher approves of providing he earns a sufficient number of points during each period.

4. Tell the child that you will be presenting the program to the entire class just before the first session so that everyone can help him/her earn enough points for the reward.

Classroom Presentation

When you describe relevant aspects of the program to the students, you will be modeling a basic skill--getting the entire class's attention before beginning an activity--one that the teacher may not have learned. The length of time required for modeling attention-getting will vary by classroom, perhaps up to five minutes in rooms where the behavior occurs infrequently. As this is considered a necessary skill for the teacher to master, demonstrate clearly how it is done.

It is a good idea to practice the presentation on getting the class's attention and describing the content of the program until you feel comfortable and are competent to perform each component. It is desirable to practice this section with a small group of students, colleagues, or with your family or friends, before attempting it with an entire classroom.

Modeling attention-getting. Stand in front of the class and say, "I want everyone to stop what you're doing, turn and look at me and listen. I want you to stop, look, and listen to me." As the students stop what they are doing and look at you, praise them individually by saying, "Good, this girl here really knows how to show me she's ready to listen, and so does this boy, and this girl here." (If you know the students' names, call them by name--many times the student's name will be marked on the desk). As more students begin attending, which will occur, praise groups as they begin to pay attention by saying, "I have this whole row's attention, everyone in this entire row is stopping what they are doing and looking right at me. Good!"

If you have one student, or even several students who are not responding, continue to praise those students sitting next to the nonresponsive student or students by saying, "This boy (John) is ready, so is this girl (Susie) and almost everyone in the class is ready to stop, look, and listen to me." When the student looks at you, praise him/her by saying, "Good, the whole class is really showing me that you know how to stop, look, and listen, which is called paying attention! Very good!"

Proceed to the presentation, remembering that you are providing a model for the teacher for getting and keeping the class's attention. If a child or a group of children stop attending, stop the presentation and use the same procedures as above. Continue this until the entire class is attending again. Throughout the presentation, praise the children for stopping, looking and listening at least once a minute.

Presenting the CLASS program. After gaining the children's attention, introduce yourself to the class by saying something like, "I'm (your name), (your title), and I work with children to help them learn faster and better. (Child's name), one of the members of your class, has volunteered to help with a program to help him learn faster and better. We are also going to need your help as this requires everybody's participation."

Then hold the red and green discrimination card up for the class members to see. "I will call on someone who is sitting quietly

with his or her hand raised." Ask, "Can anyone tell me what a green light means when you're driving down the road?" Choose a student who is sitting quietly with hand raised and praise him/her by saying, "Good, I like the way you're sitting quietly with your hand raised." Than ask, "Can you tell me what a green light means when you're driving down the road?" If the student says "Go," praise the student by saying, "Good thinking!" (If you do not obtain a correct response, ask if anyone can "help" the last student by telling the class what a green light means. Continue until you have a correct response.) Then tell the class, "This card is like a green light. When the green side of the card is up, (child's name) will be earning points, so when it's on green, he's going to be earning points."

Next ask, "What does it mean when you're driving down the road and you see a red light? I'll call on someone who is sitting quietly with his/her hand raised." Choose another student. "Good, I like the way you're sitting quietly with your hand raised. Can you tell me what a red light means when you're driving down the road?" (Continue questioning until you obtain a correct response, and praise that response.) Then tell the class members that just like a red light means that you must stop, the red side of the card means that (child's name) will stop earning points when the card is on the red side, and will lose points.

Then review for the class, "When the card is on the green side, (child's name) will be earning points, and when the card is on the red side, (child's name) will stop earning points and will lose points." Tell the class that, "The points that (child's name) earns can be used to get a reward such as a game or extra recess for the whole class." Then ask several members of the class to tell you what the red side of the card means, "Susie, can you tell me what it means when the red side of the card is up?" After the answer has been given, ask another classmate, "Is Susie right?" If Susie was right, praise her and if the classmate was right as well, praise him/her. If Susie was wrong, say, "No, (child's name) would lose points if the red side of the card was facing him." Then do the same thing for the green side of the card.

Next describe some of the behaviors for which (child's name) will earn points. Say, "When (child's name) is paying attention, i.e., stopping, looking and listening to the teacher when she's giving a lesson, and working at his desk when he has seat work to do, he will be earning points. If he does something like play with crayons, or look around the classroom (specify behaviors that child does does frequently that would lose points), the card will be on the red side, and he will lose points."

Then tell the class that you are going to pretend to be (child's name), and let him be the checker. Go to the child's desk and have him pull another chair to the desk for him to use. Face the class so that they can all see the behaviors and the card. Hand the student the card and tell him, "You run the card on me, and I'll pretend like I am the student." Demonstrate some study behaviors like reading a book or writing your name on a piece of paper. If the student has the green side of the card facing you, praise him by saying, "Good, you know which behaviors I would be earning points for." If the student has the red side of the card facing you, ask him, "If the teacher asked me to read a book and I was reading the book, would I be earning points on the green side of the card?" He should respond, "Yes," if so, praise him by saying, "Good thinking!" Tell him, "Turn the card on the green side."

Then demonstrate behaviors like asking the child sitting next to you if he/she watched television last night. The student should turn the card on the red side. If he does, praise him by saying, "Good, you're really sharp on the card!"

Demonstrate two more sets of behaviors which would be appropriate, and for which the green side of the card would be facing you. Then role-play banging your pencil, rocking in your chair, standing up, or any behaviors for which the card would change from the green side to the red side. If the child is clearly demonstrating his knowledge of behaviors which earn or lose points, ask the class members if the student has responded correctly: "Is (child's name) right? Would I lose points if I were supposed to be working on my math and I was talking to Susie?" They should respond, "Yes, you

would be losing points." If they respond correctly, say, "(child's name) was right. So are you. Good!" If they do not respond correctly, then demonstrate the card with other children until all children understand how the card works.

Then tell the class, "There are certain things you can do that will help (child's name) earn enough points for a reward for the whole class. When the teacher (teacher's name) asks you to work quietly, you can do your own work and do it quietly. Also, when (child's name) is working, you shouldn't talk to him unless the teacher says you can work together. If (child's name) comes over to talk to you when he is to be studying, you should just turn away from him and ignore him." Then ask the class members if they can tell you what the class can do to help (child's name) earn his points. Praise approximations to "Ignore (child's name) when he is to be working," and "Do our own work," then tell them specifically, again, how they can help (child's name). Then tell the class, "There are some other things that will help (child's name) earn points. For instance you can tell him he did a good job or thank him for earning points. Both of these things are very important and they will help Jimmy earn points for the whole class and be a success in school."

Then tell the class, "In addition to working hard and trying to earn rewards at school for the whole class, and rewards for himself at home, (child's name) also agrees to go home (or to a separate room) and work if he hurts, or attempts to hurt someone; if he damages somebody's property, or school property; or if the teacher has to ask him to do something too many times." (Specify any behavior for which the student will be sent home.) Tell the class, "You can help (child's name) and yourselves by not paying any attention to him if he does any of these things. Just walk away from him and don't look at him. Now, can anyone tell me what things (child's name) would be sent home for if he did?" Call on children who have their hands raised and are sitting quietly. Praise them for raising their hands. Praise their approximations when they explain why (child's name) would be sent home, and tell them specifically. If a child gives a nonspecific answer, correct him/her by making

the correct response. For example, a child might say, "(child's name) is sent home for bothering people." Say, "No, for hurting another person." Constantly question the children so they know specifically what their role is to be in helping the child. It is better to keep asking questions than to have children be completely confused about the idea of ignoring the child when he acts inappropriately and to socially praise him when he does something well, both socially and academically.

Go to the board and write in large figures the number of points the child can earn during the first session, and the number of points necessary to earn a reward for the class. Have the child come up to the front of the room and repeat after you, "I need 32 out of 40 points today to earn a reward for the whole class!"

Next, have the teacher announce the kind of reward chosen by (child's name) and approved by the teacher. For example, "This morning, (child's name) will be working for a game of 7-up for the whole class!" In this way, the teacher will also become associated with positive events in the classroom which should do much to increase his/her power as a positive reinforcer.

Running the Program

This subsection covers details in the daily operation of the intervention program. Topics covered are: (1) how to use the Red/Green Point Card, (2) how to give points, (3) how to praise, (4) what to do if student reaches the criterion, (5) what to do if the student does not reach the criterion, (6) praise the teacher, (7) some special problems, (8) steps for removing the student from the classroom, and (9) contacting the parents.

CORBEH consultants have developed Program Summary Charts which give an overview of all the major components in the daily operation of the intervention procedures. Program components and their relationships to each other are summarized for each day of intervention.

The charts have been constructed for the consultant and the teacher to refer to in implementing the program. The charts and descriptions of them are contained in Appendix XII.

How to Use the Red/Green Point Card

When you begin the program, sit at the student's side. If the seating arrangement is not conducive to this, have the student switch desks, or move his/her desk to an outside row or aisle. If the student is sitting in a group circle, simply join the circle and sit next to him.

Hold the card or place it on the desk so that it is clearly visible at all times to the student. When the student emits appropriate on-task behaviors, you should have the green side of the card facing up. When the student emits inappropriate, off-task behaviors, turn the card to the red side. These visual cues provide immediate feedback to the student on his/her progress. When the student responds to the red side of the card by returning to task, praise him/her by saying, "You're really sharp. You know how to work!"

How to Give Points

Check the Program Summary Chart for Consultant Day One of the program. As can be seen, two 20-minute sessions are held; one in a group activity such as a reading or discussion group, and the second in an individual activity like independent seat work. One point is given to the student every 30 seconds, but only at specified times within the interval, i.e., the first, the second, or the third 10-second segment of each 30-second interval. In other words, during these 10-second segments, you will observe the child for on-task behaviors just as you did during your regular observations. If on-task behavior was being displayed for the entire 10-second segment, then the child has earned a point, which is then marked in the appropriate box on the green side of the card. If any part of the interval is taken up with off-task or inappropriate

behavior, then the child loses a point, this being marked on the red side of the card in the appropriate place. During a 20-minute session, there is opportunity to deliver 40 points.

The particular 10-second segments during which the points are delivered are preselected at random, as shown on the Randomization Chart (see Appendix XIII). For Day One there are four rows of 10 numbers each. To use the chart work across one row at a time. For example, during the first 30-second interval of the session, a point will be given on one side of the Red/Green Point Card in the first 10-second segment. In other words, you observe the child for the first 10 seconds, and if he has been on-task for the entire period, then a point is marked on the Green side of the card. If he has been off-task for any part of the period, then the point is marked on the Red side. During the second 30-second interval, a point is to be delivered in the second 10-second segment. And, in the third 30-second interval, give the student a point for his behavior during the second 10-second segment.

The randomization is very important for three reasons. First, since the periods for observation and delivery of points are chosen at random, you will obtain the most representative sample of the student's behavior. Second, since the student never knows when the points are going to be awarded, he or she will be more consistently appropriate. Third, extensive data are available to indicate that this method is the most effective way to maintain behaviors.

The child is always given a point in each designated interval whether on the green or on the red side. However, never give the student an unearned point. This is as true of an "extra" point as of an "almost earned" point. Instead of helping the child, you may actually be impeding his/her progress in the program.

How to Praise

Often the acting-out child does not respond favorably to social approval from adults. We have found, however, that social praise may become more rewarding for the student if points (and subsequently

rewards) are paired or associated with praise. The timing is most important--praise must be given just before points are awarded.

Again turn to the Consultant Phase of the Program Summary Chart. On Day One of the CLASS program, the child is given ten praises, nine by the consultant and one by the teacher, which are paired with points. That is, on ten occasions, a praise is delivered and a point is marked on the green side of the Point Card. (There is no special place to mark praises. Most consultants just tally their praises down one side of the card.) On the average, a praise paired with a point is delivered once for every four points, since 40 points are awarded during a 20-minute session. Remember that points may be awarded on the red or green side but praises can only be paired with points on the green side.

The child can be praised more frequently than 10 times during a 20-minute period. For example, when the card is turned from red to green and the student continues to work for a few seconds, it is a good idea to praise him/her. However, if this does not coincide with a 10-second segment during which points can be awarded, as stipulated in the Randomization Chart, then praise should be delivered alone. These unpaired praises do not count toward the minimum of 10 paired praises required during each session.

Once during each 20-minute session on Day One, the teacher praises the child and awards him/her a point. The consultant should signal the teacher by raising his/her hand or finger in a pre-arranged manner to get the teacher's attention. When this occurs, the teacher should approach the child and deliver a praise and then a point, in that order. In this way, the teacher will become associated with praise and positive consequences.

If Student Reaches Criterion

If the student earns a sufficient number of points for a reward, have him/her go with you to the front of the room after completion of the session. Get the other students' attention as

described earlier. It is a good idea to heighten the suspense of presenting the positive conseauence. You might do this by asking someone in the class how many points (child's name) needed this session, and another what reward the student was trying to earn for the whole class.

Next, have (child's name) announce how many points were earned. Then, ask the class if enough points were earned for the reward. When they say "Yes!" praise the student and say to the class, "Let's give (child's name) a big hand for working so hard and yourselves a big hand for helping him earn the points. Good job."

For the first few days, it is a good idea to have the student be the leader in the earned activity. If the activity is early dismissal or an extra five minutes of recess, let him/her call on people who are sitting quietly and ready to line up. If it is a game, let (child's name) be the leader and choose the participants. If a popcorn party was earned, have the student make and distribute the popcorn and choose other helpers. This is extremely important in helping the student as well as other class members see him in a new role.

If the Student Does Not Reach Criterion

If the student does not earn the required number of points during a session for a class reward, it is important to make a general statement to the class without being critical and to determine why the child's appropriate behavior was not under control of the program.

To accomplish the first objective, announce to the class something like the following, " (child's name) earned a number of points today but it was not enough to earn (specify reward) for the class. Sometimes it's very difficult to earn this many points. When I return the next time (specify - this p.m.; tomorrow) we will try again and I'm sure that at that time (child's name) will be able to earn enough points for (specify reward) for all of you."

Praise the class for attending to you during the announcement and for helping with the program during the session by working quietly and not bothering other students when they were working. You may include any other behaviors that you may have noticed during the previous session. When appropriate, specify those behaviors the other members of the class may have displayed that prevented the student from earning points and thereby losing points. However, don't be overly critical, and don't identify individual students. Just announce the inappropriate behaviors in a neutral tone and emphasize those incompatible behaviors which would help the student earn enough points for a reward.

Recycling Procedure

Each successive day of the CLASS program is designed to reduce the incidence of failure and promote a successful experience for the child. For most children, the program as outlined will work extremely well; for others the change from one day's requirements to the next is too great. In order to minimize the continued experience of failure and adjust the program to the requirements of individual children, a recycling procedure is used. In the CLASS program a child must succeed at each step of the program before he goes on to the next. However, if he experiences continued failure, the program recycles to an earlier successfully completed level.

The following recycling procedures should be used when failure occurs:

Day 1 - Day 9. During this part of the program, two successfully completed sessions within a single day are required before the child can go on to the following day. For example, if the child fails one of the sessions on Day One, then he must continue on that step until he has earned the required number of points for both sessions on a single day. If he continues to fail only one of the sessions, continue on that level until he has been successful on both.

Recycle: If the child should fail both sessions on a single day, then return to an earlier successfully completed level. For example, if the child fails both 120-minute sessions on Day 9, then he should be recycled to Day 8 in which there are two 60-minute sessions. When he has successfully completed both of these on a single day, then the program moves to Day 9 once again.

Day 10. The child must be successful on Day 10, i.e., display 80% appropriate behavior for the entire day, before he can proceed to Day 11.

Recycle: If the child is unsuccessful on two days, then return to the program at Day 9 until he once more experiences success. Then return to Day 10.

Days 11 - 20. The child may proceed to the next step of the program provided he has successfully completed the requirements for each level with no more than a single day's failure.

Recycle: If the child has been unsuccessful on two days within any level, (they need not be consecutive), return to the program as outlined on Day 10. Have the child experience success at this level and then return to whatever level he was at previously the following day. For example, if the child had moved to the 5-day program (Day 16-20), was successful on Days 16 and 18, but failed on Days 17 and 19, the program should recycle back to Day 10 for a single day to provide a successful experience. After this has been accomplished, then the program should return to Day 16 and the five-day block should be attempted once more.

Days 21 - 30. These days are designed to maintain the child's behavior on praise alone without the use of any of the previous rewarding activities, either at home or school. Some of this time may have been used for earlier recycling procedures. Whatever time remains during the last 10 days should be used in an attempt to maintain the child's appropriate behavior with praise alone.

Recycle: Again, no more than a single day's failure is tolerated. If the child fails on two days within this 10-day block,

recycle to Day 10, provide a rewarding experience and return to Day 21 once more.

Praise the Teacher

If the student has earned the reward, take the opportunity during the class reward time, while the children are playing, to provide the teacher with positive feedback about the child's progress and the teacher's progress. Give the teacher praise about his/her teaching and for praising the child and indicate how the child responded to the praise. Other praises may be in regard to approval statements made to the class, management procedures used, etc.

Even if the student has failed, try to keep the teacher hopeful by suggesting that it will probably work the next time. Also, praise her for being cooperative and provide as much positive feedback as you can.

Be positive--remember the teacher has a room full of students in addition to the student with whom you are working.

Special Problems

In most cases, the student will earn more than the required 80% of the points on the first day. However, in some cases, the student may be testing the program, not able to make discriminations between those behaviors which earn points and those which lose points, or having other problems. Following are samples of difficulties that may arise during the first or subsequent days and suggested consultant responses.

1. The student may look directly at the card to check the number of points being earned. If this is done briefly for one or two seconds, leave it on the green side. However, if he does this frequently or for long periods, turn the card to the red side.

2. In some cases, the student simply forgets what the program is all about and may simply stare out the window or into space. If he loses two consecutive points; that is, if the card is on the red side for over 20 seconds, ask the student, "Do you know why the card is on red?" If he knows, ask the student to show you how to get the card turned to the green side and earn points. When the student resumes working, praise him for doing so.

3. Sometimes the student is unable to discriminate between behaviors which earn points and those which lose points. This will result in an inconsistent performance. When this occurs, stop the program in the middle of the session to test this assumption. As in the previous interviews, hand the student the Point Card and ask him to run the card on you while you play the role of the student. Model the behavior for which the student has lost points. If the student turns the card on the red side, praise him by saying, "Good! You know how I would lose points." If the student turns the card on the green side, tell him, "I would be losing points by doing what I am doing, because I am supposed to be working on my papers, and not talking to my friends" (or whatever the student was doing previously).

Next, model those behaviors appropriate for the session. If the student turns the card on the green side, ask him, "Is that what the teacher expects me to be doing right now?" If he answers, "Yes," praise him by saying "Good thinking!" If he answers, "No," tell him, "No, I should be working not talking" (or any behavior the child was engaging in).

Test the student's ability to discriminate three times. When he is able to correctly demonstrate knowledge of those behaviors which earn and lose points, resume the session.

4. The student may simply be testing the program to see if what everyone had said would be followed through. In the past, verbal threats may never have been followed by specific concrete consequences. If this is the case, it is extremely important that the child quickly learns that your verbal behavior is backed up by effective consequences.

If the child is being continuously disobedient, exhibiting those behaviors for which he was referred and losing two points in succession, stop the program and briefly remind him of his agreement in the program. Tell the student that when he is on task during the program he can earn rewards at school and will earn a reward when he goes home as well. Then remind the student that one of the other things agreed upon by everyone in the program, including him, was that if he was not trying he agreed to go home (or to a special room in the school) and work. Explain that by playing with his crayons, being out of his seat, running around the room, and yelling at the teacher, (add other inappropriate behaviors he was displaying) he is not demonstrating to you that he is trying hard enough.

Ask the child if he is interested in continuing the program or if he would prefer to go home and work for the rest of the day. If he says continue the program, tell him specifically what is expected of him; that he must pay attention to the teacher when she is giving a lesson, and that he must work quietly at his desk (add other appropriate behaviors for that situation). Then resume the program.

If he replies that he would prefer to go home and work, follow the procedures listed on pp. 62-63 regarding removal from school. Announce to the class that the student is going to stop the program for the day, and as you had explained to the group earlier, he is going to go home for the day and work there. Tell the entire group that it is difficult to earn points every day, and that you are certain when the student works with the program the next school day that he will earn the reward for the group.

Steps for Removing Student from the Classroom

As part of the agreement in the CLASS program (see Appendix V), the student may be removed from the classroom, and sent home, or to a special room in the school for engaging in a specific set of inappropriate behaviors. These include fighting, destroying property, continual disobedience, and any other behaviors unique to the student and included in the agreement. After being removed, the student must continue to work for the rest of the school day and until work assigned

to him has been completed. When the student exhibits one of these behaviors, and must be removed, proceed in the following manner.

1. Review with the student all parts of the agreement: (a) that certain behaviors earn rewards at school and at home; but (b) other behaviors such as fighting, stealing, damaging other people's property or school property, or being continually disobedient to the teacher, results in the student having to go home (or to a special room) to work for the rest of the school day. Also remind the student that all of the work has to be done to earn his way back into school the following day. Remind the student that he had agreed to all of these consequences before the program began.

2. On each occasion, tell the student specifically why he is being removed from the classroom.

3. Remove the student from the setting in which the behavior was disruptive and have the student go to an empty room (counselor's office, teacher's conference room, principal's waiting room, etc.).

4. Have the teacher prepare a folder of materials for the student to take home or to the work room. Tell the teacher to provide enough material to keep the student busy through the end of the school day. These materials should be easy enough for the student to complete with a minimum of outside help. The instructions for use of materials should be fully explained to the student by the teacher, or the materials should be so self-explanatory that the student will be able to determine what is expected of him.

5. Have the teacher prepare the point card so that it can be sent home with the student. Check the card to see that the teacher specified the reason(s) for class removal and signed the card.

6. Contact the parents and tell them that their child was removed from the classroom setting. Specify the behavior(s) for which he was removed.

7. Ask the parents if there will be someone at home to supervise the student in accordance with the agreement.

a. If not, tell the parents that the school will provide an area for the child to work in and someone to supervise the student as would happen at home. Tell them that if he does not finish the work given him by the teacher during school hours, the parents are to follow the procedures listed on pp. 5-6 of the agreement regarding his activities when he arrives at home. (NOTE: Call parents at the end of the school day if the child is taking home materials and go over the procedures they are to follow.)

If the student is unable to go home to work on school materials, locate a room suitable for him to work at school. Explain to the child that someone will come in frequently to answer questions. (Where no staff are available to supervise the child, an upper grade level student can be used. However, first carefully explain the procedures to any who may be supervising.) If the student has to leave the room to go to the bathroom or to get a drink of water, he should ask this person when he or she comes in. Tell the person who will be checking the student that he should be checked every five minutes. When the student is working, tell the checker to praise the student.

If the student is not working the checker should ask if he has any questions. If the student has no questions, the checker should not reprimand or become involved in conversation with him, but merely leave the room. If the student was sent to the workroom before the noon meal, see that someone takes him his lunch. He should eat in the workroom as well as spend the noon and afternoon recesses there. If he is working appropriately for two consecutive five-minute checks, then check every ten minutes.

b. If there is someone at home, ask the parent, or sitter, to pick the child up at school. If this is not feasible, arrange for transportation from the school. Refer the parent, or sitter, to pages 5 and 6 of the agreement. Refer specifically to item 6. Go over all points with the person who will be supervising the child's working behaviors. Remind the person who will supervise the child of your availability for consultation. Ask the person if they have your home and office phone number--provide it if they cannot locate it immediately.

Parent Contact

After completion of the program on Day One, and after the child has arrived home with the card, call (or visit) the parents at the agreed upon time to inform them of their child's progress. Be very specific in doing so, e.g., he attended and worked 90% of the time in math today.

If the child did not earn enough points for the reward at school or home, then tell the parents how many he did earn. In most cases, you can explain that his behavior indicated that he did better than he had done previously and that he should probably achieve success in the next session.

If the child had to be removed from the class, then it is likely that you have contacted the parents already. Review the procedures once more reminding them not to be critical of his performance, and to just ignore the event.

When the child has been successful in earning the rewards at school give the parents positive feedback about the teacher's and the class members' participation in the program. Ask them to paraphrase the three praises given to the child and ask which reward was given or will be given to the child that day.

Praise the parents' participation and interest in helping their child with the school program. Ask if there is anything they would like to know about the program. Keep a list of the questions asked in the consultant log so that you will be able to give them feedback the next time you contact them. Tell them you will contact them the next day to keep them well informed about the progress made. Thank them for taking the time to talk to you.

Monitoring the Program

A Consultant Record Form is provided to assist the consultant in monitoring the daily operation of the program (see Appendix XIV). On this form, the consultant records the data for each day of the program. This provides a total program overview for each child in the program.

Child's Name: _____
Consultant: _____
Date: _____

CLASS Program Checklist - Day One

Materials Needed

_____1. CLASS Program Summary Chart
_____2. Randomization Chart
_____3. Red/Green Point Card (1)
_____4. Watch with second hand
_____5. Pen or pencil
_____6. Chair to sit beside child

Procedures	Time Required
_____1. Preparation for beginning CLASS program. Check schedule for:	10'
_____A. Length of Session	
_____B. Observation Interval	
_____C. Number of points possible. Number of points required.	
_____D. Number of praises given by consultant and by teacher.	
_____2. Tell the teacher that during each session you will cue him/her to praise the child and award one point.	
_____3. Meet with the child. Have the child select the reward.	10'
_____4. Make the presentation to the class.	15'
_____5. First Session Completed.	20'
_____6. Positive feedback to the teacher during class reward time.	
_____7. Second session completed.	20'

Time Required

_____8. Positive feedback to the teacher during class reward time.

_____9. Remind teacher to give Point Card to child after school to take home.

____10. Contact parents by telephone (or visit). 5'

_____A. If child earned home reward:

_____1. Check praises_____.

_____2. Check reward_____.

_____B. Remind parents to send the point card to school with child the next morning.

_____C. Positive feedback to parents. Tell them you will call (visit) again tomorrow.

CLASS Program Procedures - Day Two
(Consultant Phase)

On Day Two of the program you will be involved for approximately 55 to 60 minutes: 50 minutes for conducting the two sessions and the reward activities and a few minutes each for chatting with the teacher, reviewing the program with the class, and contacting the parents. You need not go into the same detail on this second day but should review the procedures with the teacher and class and introduce any new variables.

1. Check the CLASS Program Summary Chart for Day Two. Note that two 20-minute sessions are scheduled as on Day One. Today, however, you observe the child for 10 seconds during one-minute intervals. In this way you begin decreasing the amount of checking that is required in the program. As the child achieves success on each day of the program, there is a shift toward less monitoring or checking and subsequently less effort required by the personnel involved. It also means that the child can work for longer periods on his own. Since you are checking the child and awarding points at one-minute intervals, a maximum of 20 points can be earned during these sessions and 80% or 16 are required for the reward.

Note that only nine praises paired with points are required on Day Two. However, the consultant decreases to seven while the teacher increases to two. In this way, the teacher becomes more involved in the program.

2. Meet with the teacher briefly before the session and go over the changes on the Program Summary Chart for Day Two. Tell her that you will still be signaling her by raising your hand or finger or nodding your head to approach, praise the child, and award him a point. Remind her that descriptive praises are highly desirable and that she should check the list given to her earlier for helpful suggestions.

3. Get the class's attention as detailed in the Day One Program. Review briefly what the student must do to earn points, how the

student can lose points, and what the class members can do to help the student succeed in the program. This should take approximately five minutes.

4. Write the number of points that are possible to earn and the number of points required for a reward on the blackboard.

5. Have the child select a reward for the session and then have the teacher write the activity on the blackboard. In this way she becomes associated with positive consequences early in the program.

6. Run the program as on Day One. On Day Two a point is delivered each minute during one of six 10-second segments. Use the Randomization Chart to determine the correct segment during each one-minute interval.

7. If the student earns sufficient points for a reward, proceed with the consequence immediately after the period. This is desirable so that the student can be immediately rewarded and have no opportunity to misbehave before the reward. This should take about five minutes.

8. While the class is participating in the group reward, monitor the activities to insure the student is being reinforced by the activity and his peers. Take this time to give the teacher feedback on her participation in the program. Praise her three times (minimum) for her skill in working with students; and especially on her interactions with the target student. Praise her approximations at praising the student if she is having some difficulties. She may be learning some new skills in focusing and can use all your help and encouragement in the acquisition period.

9. Contact the parents after school to provide feedback on the activities in school and to check their participation at home. Tell them you will call again tomorrow.

Child's Name: _____
Consultant: _____
Date: _____

CLASS Program Checklist - Day Two

Materials Needed

_____1. CLASS Program Summary Chart
_____2. Randomization Chart
_____3. Red/Green Point Card (1)
_____4. Watch with second hand
_____5. Pen or pencil
_____6. Chair to sit beside child

Procedures	Time Required
_____1. Preparation for beginning Day Two. Check schedule for:	10'
_____A. Length of Session	
_____B. Observation Interval	
_____C. Number of points possible. Number of points required.	
_____D. Number of praises given by consultant and by teacher.	
_____2. Tell the teacher you will cue him/her twice each session to praise the child as he/she awards a point.	
_____3. Ask the child what he has chosen for a reward.	
_____4. Gain class attention and quickly review procedures. Write on chalkboard the number of points the child needs and the reward he will earn. Praise the students for attention and for their help in the program.	
_____5. First Session	20'

		Time Required
_____6.	Positive feedback to the teacher during class reward time.	5'
_____7.	Second Session	20'
_____8.	Positive feedback to the teacher during class reward time.	5'
_____9.	Remind teacher to give Point Card to child after school to take home. Collect Day One's card for your files.	
____10.	Contact parents by telephone (or visit).	

_____A. If child earned home reward:

_____1. Check praises_____.
_____2. Check reward_____.

_____B. Remind parents to send the point card to school with child the next morning.

_____C. Positive feedback to parents. Tell them you will call (visit) again tomorrow.

CLASS Program Procedures - Day Three
(Consultant Phase)

A number of changes take place on Day Three: (1) the length of the interval during which the child is awarded a single point increases; (2) the teacher increases her frequency of praises as the consultant reduces same; and (3) the consultant moves away from the child during the running of the program. The rest of the program proceeds as before.

1. During your initial contact with the teacher at the start of the first session, indicate that today the child will be praised a minimum of seven times during each session, and that she is to give three of them, one more than on Day Two. Signal the teacher in the same way as you had done previously. When you indicate to her that it is time to award a point and praise the child, have her approach the child for this purpose on two occasions, and deliver a call-out praise and point from across the room the third time (you can record the point on the card on the latter occasion).

2. The Program Summary Chart indicates as well that today the child is observed for 10" during each two-minute interval. This allows a maximum number of 10 points to be earned during each 20-minute session, 80% of which is 8, the number required for a reward. Only seven of these points will be paired with praise.

3. During the first two days of the program you sat very close to the student. On Day three, you will begin to physically move away from the student. It is a good idea to sit about three feet from his desk and operateethe Point Card at the increased distance. During the designated interval, after you have observed the student for 10 seconds, move toward him so that he can observe the awarding of the point. Praise the student when you are by his side and giving the point according to schedule.

There are two reasons for moving gradually away from close proximity to the student. The first is that as the student comes

under control, the consultant is needed less in the situation and the teacher takes on more responsibility. This more nearly approximates the situation that will be in operation as the program progresses. Secondly, the Point Card will be used to a lesser degree for signaling the student as to which behaviors will earn or lose points as the praises become more effective. As the student becomes more aware of his behaviors, and more involved with the benefits derived from the program, the card will be used mainly for recording points. In fact, when the teacher begins use of the card on Day Six (Teacher Day One), the card will be used almost exclusively for that purpose.

If the student's behavior indicates that more signaling is required, move back toward his desk and use the card there. For example, if the student loses two consecutive points, then perhaps he needs more immediate feedback which can be supplied by the card.

4. During the reward time of the last session, inform the teacher that on Day Four, she will be responsible for the introduction to the class during the second session. The teacher's behavior should be modeled after the consultants', i.e.: (1) getting the class's attention, (2) indicating the number of points that could be earned in that period and the number required for a reward, and writing them both on the board, and (3) asking the child what activity he chose for a reward on that day and writing that on the board as well.

Child's Name: _____
Consultant: _____
Date: _____

CLASS Program Checklist - Day Three

Materials Needed

_____1. CLASS Program Summary Chart
_____2. Randomization Chart
_____3. Red/Green Point Card (1)
_____4. Watch with second hand
_____5. Pen or pencil
_____6. Chair to sit beside child

Procedures — Time Required

_____1. Preparation for beginning Day Three. Check schedule for: — 10'

- _____A. Length of Session
- _____B. Observation Interval
- _____C. Number of points possible. Number of points required.
- _____D. Number of praises given by consultant and by teacher.

_____2. Tell teacher you will cue him/her three times each session. The teacher should award points as he/she praises the child twice in each session. The other times the teacher may deliver a call-out praise as you award the point.

_____3. Ask the child what he has chosen for a reward.

_____4. Gain class attention and announce the number of points the child needs and the reward he will earn. Praise the students for attending and for their help in the program.

		Time Required
_____5.	First Session.	20'
_____6.	Positive feedback to the teacher during class reward time.	5'
_____7.	Second Session	
_____8.	Positive feedback to the teacher during class reward time.	
_____9.	Remind teacher to give Point Card to child after school to take home. Collect Day Two's card for your files.	
____10.	Meet with the teacher to ask him/her to make the announcement to the class the next day. Tell the teacher to write on a chalkboard the points needed and the reward the child is to earn for the class.	
____11.	Contact parents by telephone (or visit).	5'

_____A. If the child earned home reward:

_____1. Check praises_____.

_____2. Check reward_____.

_____B. Remind parents to send the point card to school with child the next morning.

_____C. Positive feedback to parents. Tell them you will call (visit) again tomorrow.

CLASS Program Procedures - Day Four
(Consultant Phase)

There are several more changes in the procedures on Day Four. These are:

1. An increase in the length of the interval during which a point is given from two minutes to four minutes.

2. A decrease in the number of possible points earned during the period from ten to five; the minimum requirement for a reward becomes four.

3. An increase in the number of teacher praises that are paired with points from three to four, with a concomitant decrease in the consultant's desired praises from four to one. Two of the teacher's praises should be call-outs.

4. A qualitative change in the program involves the teacher presenting the program to introduce the second session. Check to see that she is able to obtain the attention of the entire class before presenting the number of points required for a reward and determining the reward activity.

5. During the final reward period, praise the teacher for her continued and increased involvement. Inform her that on the next day she will be giving all of the praises and points, while you will be handling only the Point Card.

Child's Name: _____
Consultant: _____
Date: _____

CLASS Program Checklist - Day Four

Materials Needed

_____1. CLASS Program Summary Chart
_____2. Randomization Chart
_____3. Red/Green Point Card (1)
_____4. Watch with second hand
_____5. Pen or pencil
_____6. Chair to sit beside child

Procedures	Time Required
_____1. Preparation for beginning Day Four. Check schedule for:	10'
_____A. Length of Session	
_____B. Observation Interval	
_____C. Number of points possible. Number of points required.	
_____D. Number of praises given by consultant and by teacher.	
_____2. Tell the teacher that you will announce the first session while she will announce the second session.	
_____A. Ask the child what reward he would like to earn.	
_____B. Announce the first session on the chalkboard. Have the teacher write the number of points the child needs and the reward the child will earn.	
_____3. Tell the teacher you will cue him/her four times each session. Two of the teacher's praises should be given as he/she awards points. The other two praises may be call-outs and you will award the points.	

		Time Required
_____4.	First Session	20'
_____5.	Positive feedback to the teacher during class reward time.	5'
_____6.	Second Session - Teacher now does 3A, 3B	20'
_____7.	Positive feedback to teacher	5'
_____8.	Remind teacher to give point card to child after school to take home. Collect Day Three's card for your files.	
_____9.	Tell the teacher that on Day Five he/she will be giving all of the praises and points while you keep the card.	
____10.	Tell the teacher she will make the second class presentation the following day. Beginning tomorrow the child will choose two or three rewards and the class members will vote on one reward to be earned.	
____11.	Contact parents by telephone (or visit).	5'

_____A. If child earned home reward:

_____1. Check praises_____.

_____2. Check reward_____.

_____B. Remind parents to send the point card to school with child the next morning.

_____C. Positive feedback to parents. Tell them you will call (visit) again tomorrow.

CLASS Program Procedures - Day Five
(Consultant Phase)

Several changes occur, whose major purpose is to prepare the teacher to handle the program completely independently on the following day.

1. The length of each of the sessions increases from 20 to 30 minutes.

2. The length of the interval during which the child is checked and a point awarded is increased from five to six minutes.

3. The number of points awarded remains the same as on Day Four, and the requirement for earning a reward remains at four.

4. On Day Five the teacher delivers all of the praises paired with points, i.e., five, while the consultant delivers no points paired with praise but simply records the points on the Point Card. Three of the five teacher praises should be call-outs from across the room.

5. As on Day Four, the consultant will introduce the first session and the teacher the second.

6. By this day it is a good idea to have the child choose two or three possible rewards upon which the class could vote. This could be carried out prior to the first session; then the activity selected by the majority could be allowed following session 1 and if the second activity received a sizable vote, that could be allowed following the second session.

8. If possible, arrange to meet with the teacher today to discuss the changes for Day Six (Teacher Day One), the first day that she takes over the entire program. (See Day Six procedures for details)

Child's Name: _____
Consultant: _____
Date: _____

CLASS Program Checklist - Day Five

Materials Needed

_____1. CLASS Program Summary Chart
_____2. Randomization Chart
_____3. Red/Green Point Card (1)
_____4. Watch with second hand
_____5. Pen or pencil
_____6. Chair to sit beside child

Procedures — Time Required

_____1. Preparation for beginning Day Five. — 10'
Check schedule for:

_____A. Length of Session
_____B. Observation Interval
_____C. Number of points possible. Number of points required.
_____D. Number of praises given by consultant and by teacher.

_____2. Tell the teacher that you will announce the first session while she will announce the second session.

_____A. Have the child choose two rewards and have the class vote to determine their choice.
_____B. The teacher should record on a chalkboard the points needed and the reward the child will earn.

_____3. Tell the teacher that you will cue him/her to praise five times during each session. Three should be call-outs from across the room; the remaining two praises should be given in close proximity as he/she awards points.

		Time Required
_____4.	First Session	30'
_____5.	Positive feedback to teacher during class reward time.	5'
_____6.	Second Session - Teacher now announces the session and does 2A and 2B.	30'
_____7.	Positive feedback to teacher during class reward time.	5'
_____8.	Remind the teacher to give Point Card to child after school to take home - Collect Day Four's card for your files.	
_____9.	Inform the teacher that on Day Six you will observe as she runs the entire program. If possible, meet with teacher to discuss the changes for Day Six.	25'
____10.	Contact parents by telephone (or visit).	5'

_____A. If child earned home reward.

_____1. Check praises _____.

_____2. Check reward _____.

_____B. Remind parents to send the point card to school with the child the next morning.

_____C. Positive feedback to parents. Tell them you will call (visit) again tomorrow.

CLASS Program Procedures - Day Six
(Teacher Phase - Day One)

A meeting should be held with the teacher to review all of the changes in the program for Day Six, the first day on which she takes over control of the entire program. This meeting can be held sometime on Day Five or just prior to the first session on Day Six. This meeting, however, will require about 25-30 minutes of time. The following items should be reviewed.

1. The schedule for Day Six remains the same as on Day Five to facilitate the teacher's takeover. Two 30-minute sessions are held during which five points are awarded, one per six-minute interval, and each point for on-task behavior should be paired with praise. Four are required for the class reward.

2. The teacher will assume the responsibility of introducing both sessions by getting the class's attention, and announcing the number of possible points and the number required for a reward activity. Both of these should also be written on the blackboard. The activity should also be determined by having the class vote on a number of activities preselected by the student and then written on the board.

3. On Day Six, the teacher will carry the Red/Green Point Card around with her and hold up the red or green side when awarding or taking away a point.

The teacher should also review the procedures for earning points and losing points with the class as you had done a few days earlier. Have her ask for volunteers who can tell how points are earned. Make sure that she calls upon those students who are sitting quietly with their hands raised. Monitor the teacher's behavior to insure that she praises correct responding. Have her also request volunteers who can tell how the class can help the student earn points. Make sure she praises in the same way. It may be important for you to interject occasionally with a praise for a student and in that way continue to provide a model for the teacher.

4. Explain to the teacher that it is a good idea to develop a habit of scanning the classroom at infrequent intervals so that praise and points may be delivered to the child when he is on-task. Frequently with acting-out children, it is their disruptive behavior that elicits the teacher's attention. By scanning the class, a wider variety of behaviors may be seen.

5. During this period, the teacher is to praise and deliver a point to the child once every 6-minutes. Inform the teacher that you do not expect her to be as accurate as you were using the Randomization Chart, and you will help if necessary by continuing to signal her when a point is to be delivered. However, she should try to use the scanning procedure with a look at the clock to indicate whether or not it is the correct time to deliver a point and praise. A point delivered anywhere during the 6-minute interval is sufficient. However, during the first interval it is a good idea to deliver the point and praise early so the child knows the program is still in effect.

6. Inform the teacher that if the student reaches criterion it will be her responsibility for getting the class's attention and then having the child announce the number of points he needed and the number he earned. If the class is nonresponsive the teacher might say something in the order of "Jimmy really worked hard to earn his points and you helped too by working quietly, so let's have a round of applause for everyone."

While the teacher proceeds with the program, the consultant should be monitoring her performance in the following ways.

1. Collect data on the child's/teacher's behavior during each session using the Consultant Observation Form. It is a good idea to mark the 10 -second interval during which the teacher should have delivered a point if she had been using the Randomization Chart in advance. In this way, you may be able to signal the teacher if you find that she is straying too far from the 6-minute intervals. Make sure that she does not become too rigid and awards points during the first 10-seconds of each 6-minute interval. This teacher behavior may produce very limited on-task behavior in the child at the beginning of every interval. Help her vary the reinforcers during the first few days.

On the Consultant Observation Form, record the child's behavior and the teacher's use of praises and disapprovals as well as the interval during which a point was given. (To mark the latter simply darken the lines of the sqaure in that interval.) The data that you collect will tell you if the student is maintaining 80% or more appropriate behavior and how well the teacher is randomizing her point and praise delivery during the 30-minute period. In addition, the scoring of her praises and disapprovals will tell you whether they are being used correctly.

Be patient with the teacher as she acquires a difficult skill. If you and the teacher agree on four out of the five points, that is quite good.

2. Confer with the teacher before she has the child announce if he has earned the class reward. If your data collected on the Consultant Observation Form indicates that the child has been on-task more than 80% of the time and the teacher's data suggests otherwise, have her change the points in the child's favor. Tell her that it is difficult to monitor well during the first few days and you are sure she will become more adept with practice.

3. Have the teacher carry out the reward activity as indicated earlier and watch to see that it is done well. The teacher should

have the student choose class members for the reward activity, especially when he has less to say about which activity is chosen each session.

4. Give the teacher constructive feedback on her handling of the Point Card and the praises. Emphasize what she has done very positively and point out things she may have missed which are positive. For example, "When you praised (child's name) and gave him a point, he really worked hard and didn't look away from his work; he just smiled and started to work harder etc. . . ."

5. If you must provide corrective feedback, do so very tactfully. You might say, "Some teachers have found that a little more frequent scanning helps them monitor the child more closely," or "Perhaps, if your praises were a little louder during those periods when there tends to be more noise in the class, they would be more powerful."

6. Repeat all of the procedures for the second 30-minute session. If both the student and teacher reach the criterion (the student earned 4 of 5 points, and the teacher praised and gave points correctly 4 out of five times) the teacher is ready to go on to the next step in the program on Day Seven.

7. Contact the parents at the usual time and tell them of the latest phase of the program. Inform them that the teacher has taken over. If the child earned his reward, ask the parents what he was to receive at home that day. If the child did not reach criterion, describe the positive behaviors which occurred. Assure the parents that the child is working hard and it is more difficult to move to this step of the program successfully on the first try. Praise the parents for their cooperation and tell them you'll call again on the following day.

Child's Name: _____
Consultant: _____
Date: _____

CLASS Program Checklist - Day Six

Materials Needed

_____1. CLASS Program Summary Chart for teacher.
_____2. Red/Green Point Card
_____3. Watch with second hand
_____4. Pen or Pencil
_____5. Two Consultant Observation Forms

Procedures	Time Required
_____1. Preparation for beginning Day Six. Meet with teacher and review the use of the CLASS Program Summary Chart.	25'

_____A. Length of Session
_____B. Observation Interval
_____C. Number of points possible. Number of points required.
_____D. Number of praises given by teacher.

_____2. Explain the practice of scanning the class and that you may signal her to praise and award a point if needed.

_____3. Explain to the teacher that she hold up the red/green card only when awarding or taking away a point. Each point earned is paired with a praise.

_____4. The teacher announces the session to the class.

_____A. Teacher asks the child to choose two rewards on which the class will vote.
_____B. Teacher records on a chalkboard the points needed and

Time Required

the reward the child will earn.

_____5. First Session 30'

_____A. Consultant records on-task, off-task behavior on Consultant Observation Form.

_____B. Monitor teacher's behavior -- AP/DI and awarding of points.

_____C. Cue teacher to award points if she strays too far from 6-minute intervals.

_____6. After session, compare your data with teacher's data on red/green card.

_____7. Positive feedback to teacher during reward time. 5'

_____8. Second Session 30'

_____9. Compare consultant and teacher's data.

____10. Positive feedback to teacher during reward time. Provide corrective feedback where necessary.

____11. Remind teacher to give Point Card to child after school to take home. Collect Day Five's card for your files.

____12. Contact parents by telephone (visit). 5'

_____A. If child earned home reward:

_____1. Check praises _____.

_____2. Check reward _____.

_____B. Remind parents to send the point card to school with the child the next morning.

_____C. Inform them that the teacher has taken over. If the child did not reach criterion, describe child's positive behaviors and explain that it is more difficult to move to this next step of the program on the first try.

_____D. Positive feedback to parents. Tell them you will call (visit) again tomorrow.

CLASS Program Procedures - Day 7
(Teacher Phase)

There are only two changes which occur on Day Seven. All other procedures remain the same.

1. The length of the individual sessions during which points are awarded is increased from 30 to 40 minutes, thus increasing the total amount of time during which the child is under the control of the program.

2. The length of the interval during which the teacher is asked to scan the classroom and award (or remove) a point from the child is increased from six minutes to eight minutes. Thus, the teacher has less monitoring to do as the program advances.

3. The child can still earn only five points, and needs four for the reward. All points for appropriate behavior are also paired with praise.

4. By this time, the consultant should be planning a further withdrawal from the program and leaving the teacher to carry out all of the procedures alone. But first, the consultant must determine if the teacher can operate the program successfully, and whether the child is able to make the required number of points for a reward under teacher control. Therefore, if the following criteria are met during the first session on Day Seven, then the consultant should leave the teacher alone to carry out the second session.

   a. The teacher presents the program to the class adequately.
   b. The teacher delivers praises and points so that she agrees with the consultant's data on four out of five points.
   c. The child earns the required number of points for the session.
   d. The teacher handles the reward activity with a minimum of difficulty.

When the teacher is left by herself for the second session, it is extremely important that the consultant make contact that afternoon to find out how the program went. Ask the teacher for information in some detail and offer considerable praise for her increased efforts. Tell her to save the Point Cards and you will pick them up on your next visit to the classroom.

Child's Name: _____
Consultant: _____
Date: _____

CLASS Program Checklist - Day Seven

Materials Needed

_____1. CLASS Program Summary Chart for teacher
_____2. Red/Green Point Card
_____3. Watch with second hand
_____4. Pen or pencil
_____5. Two Consultant Observation Forms

Procedures — Time Required

_____1. Preparation for Day Seven of CLASS program. Ask if teacher has prepared for the session and knows the following:

- _____A. Length of session
- _____B. Observation interval
- _____C. Number of points possible. Number of points required.
- _____D. Number of praises to be given by teacher.

_____2. Remind the teacher to scan the class and that you will cue her to praise if she is straying too far from the right interval.

_____3. Remind her to hold up the red/green card only when awarding or taking away a point; each point earned is paired with a praise.

_____4. The teacher announces the session to the class.

- _____A. Teacher asks the child to choose two rewards on which the class will vote.
- _____B. Teacher records on a chalkboard the points needed and the reward the child will earn.

Time Required

_____5. First Session 40'

_____A. Consultant records on-task, off-task behavior on Consultant Observation Form.

_____B. Monitor teacher's behavior--AP/DI and awarding of points.

_____C. Cue teacher to award points if she strays too far from 6-minute intervals.

_____6. After session, compare your data with teacher's data on red/green card.

_____7. Positive feedback to teacher during reward time. 5'

_____8. Second Session 40'

_____9. Compare consultant and teacher's data.

____10. Positive feedback to teacher during reward time. Provide corrective feedback where necessary.

____11. Remind teacher to give Point Card to child after school to take home. Collect Day Five's card for your files.

____12. Contact parents by telephone (or visit). 5'

_____A. If child earned home reward.

_____1. Check praises _____.

_____2. Check reward _____.

_____B. Remind parents to send the point card to school with the child the next morning.

_____C. Positive feedback to parents. Tell them you will call (visit) again tomorrow.

____13. Tell the teacher that tomorrow she will use the card differently in that she will hold it up only when administering an individual praise paired with a point.

____14. The consultant should not evaluate if the teacher can operate one program according to the following:

_____A. Adequate presentation to the class.
_____B. Teacher delivers praises and points so that she agrees with the consultant's data on four out of five points.
_____C. The child earns the required number of points for the session.
_____D. The teacher handles the reward activity with a minimum of difficulty.

____15. Tell the teacher how well she has done and that you feel confident that she can handle session two alone.

____16. Set up a time that you will telephone her that afternoon.

____17. Telephone her and ask how the afternoon session went. Praise the teacher for her increased efforts in this phase of the program.

CLASS Program Procedures - Day Eight
(Teacher Phase)

On Day Eight of the program, two changes occur: the length of the observation interval is increased from eight to ten minutes, and the length of each session is increased from 40 minutes to 60 minutes. The length of the observation interval of 10 minutes is maintained throughout the program. As there are six 10-minute observation intervals in each 60-minute session, the number of points available per session is six. The criterion for the reward remains at 80% of points available, five of six.

The consultant should mointor 30 minutes of the first 60-minute session as conducted by the teacher using the same criterion as described for Day Seven. After school, contact the teacher to obtain the necessary information for your program summary chart. Provide positive feedback to the teacher and share the data you collected during the session with him/her.

Tell the teacher to continue to show the child the card when he/she goes to him to deliver a praise. When the teacher delivers a call-out praise, tell him/her to refrain from showing the child the card. This procedure is used to facilitate the fading out of the card.

Remind the teacher that the next day of the program will be for two hours in the morning and two hours in the afternoon. Also, that other school personnel will be involved in the program beginning on Day Nine.

Meet with school personnel who will be involved with the program beginning Day Nine. Explain to them what is expected of them in The program, how to scan, praise and award points. Remind them to check with the child at the first of the session to obtain the card and to give the child the card at the end of the session as he returns to his regular class.

Contact the parents to inform them of the child's school progress, and also of the increase of time the child is involved with the program. Praise the parents for their cooperation in the program. Tell them you will call (or visit) in a few days.

Child's Name: _____
Consultant: _____
Date: _____

CLASS Program Checklist - Day Eight

Materials Needed

_____1. CLASS Program Summary Chart
_____2. Randomization Chart
_____3. Red/Green Point Card (1)
_____4. Watch with second hand
_____5. Pen or pencil
_____6. Chair to sit beside child

Procedures — Time Required

_____1. Check with the teacher to see that he/she has and will be using the correct schedule for:

- _____A. Length of Session
- _____B. Observation Interval
- _____C. Number of points possible. Number of points required.
- _____D. Number of praises given by consultant and by teacher.

_____2. Monitor 30 minutes of the first 60 minute session. Use Consultant Observation Form to take data on the child and teacher. — 30'

_____3. Meet with the teacher after class. — 20'

- _____A. Provide teacher with positive feedback.
- _____B. Show the teacher the data you collected that day.
- _____C. Explain fading procedures with card.
- _____D. Discuss the next day's schedule.

_____4. Meet with other personnel to be involved with the program on Day Nine.

Time Required

_____5. Contact Parents by telephone (or visit). 5'

_____A. If child earned home reward:

_____1. Check praises_____.

_____2. Check reward_____.

_____B. Remind parents to send the point card to school with child the next morning.

_____C. Positive feedback to parents. Tell them you will call (visit) again tomorrow.

CLASS Program Procedures - Day Nine
(Teacher Phase)

If the program has been running successfully and the teacher has demonstrated her skills in carrying out a smooth operation according to the criteria listed in Day Seven, then allow the teacher to operate the program today on her own. There are two schedule changes in the program for Day Nine: (1) an increase in the length of the individual session to 120 minutes (2 hours) each, and (2) an increase in the length of the interval (to 10 minutes) during which the teacher must make at least one observation and award (or remove) a point.

Today, because the child is earning points over a longer period, the reward should be of a greater magnitude to be comensurate with the greater effort. The teacher may select some of the items from the list of suggested school rewards (see Appendix VI) given to her at the beginning of the program for the class to vote on.

The following day of the program, Day Ten, is the first day in which the program is extended to the complete school day. Because of this a number of major changes occur. A meeting should be arranged with the teacher either on Day Nine or before school begins on Day Ten to discuss these changes with her (see Day Ten for details). That night it is a good idea to inform the child's parents about the changes in the program on Day Ten so that a larger more appropriate reward may be selected in advance.

Program Extended Outside Home Classroom

In most schools there is a high probability that as the number of minutes of the CLASS Program increases daily, at the same point the program will have to be extended to include a variety of settings outside the homeroom and under the supervision of other faculty members. For example, the child may go to another room for a music lesson with the music teacher, or to the library under the supervision of the librarian. Where the child is a problem on the playground or schoolyard, then the program should be extended to cover his behaviors during that activity. On Day Nine, as the teacher is operating the program alone, the consultant may spend her time introducing the extention procedures.

The extension of the program from the regular classroom to other areas requires some five to ten minutes of additional time by the consultant to inform, prepare, and train each new staff member in the running of the program while the student is under their supervision. In most cases, this is a simple procedure, but, some may require some monitoring of their behavior during the session. The procedures work as follows. When the child leaves the home room for another setting, his teacher gives him the Red/Green Point Card with instructions to give it to the other staff member in the new setting. The other teacher runs the program in the same way as the regular class teacher. The child earns (or loses) points according to the schedule for that day. For example, if the program was extended to the music teacher's room on Day Nine, he or she would track his behavior for 5 seconds once every 10 minutes, and then if his behavior was appropriate, record a point for the child on the green side of the card and praise him in addition. If he was off-task, a point would be recorded on the red side of the card. In a 30-minute lesson, three points would be recorded on the card by the music teacher.

The same extension of the program can be used with children who are problems on the playground, in the schoolyard, or in the hallways on their way to or returning from other areas. The child should be given the card to be handed to whomever is supervising the activity. In some cases, nonacademic personnel, e.g., mothers, may be supervising the playground activity during recess or at lunch. They can be taught to use the program in the same way as other faculty members. Playground or schoolyard supervision is somewhat more difficult to supervise only because of the size of the area in which the child can roam. However, the supervisor should try to find the child once every 10 minutes and hold up the Point Card to inform him that he has earned (or lost) a point for his behavior.

The extension of the program teaches the child that appropriate behavior is desirable and rewarded in other areas of the school as well. He must also learn that inappropriate behavior is undesirable. Therefore, all other aspects of the CLASS Program must be in effect as well. For example, if the child gets into a fight, steals or damages school property, or is continually disobedient, then he would be removed from the activity just as if he were in his regular classroom.

Some children are problems in the hallways as they move from one activity to another; some may get into fights, or dawdle and arrive late. A simple extension of the procedure may be used here. Since the movement from one classroom to another does not take 10 minutes, it does not fit the regular allotment of points by time intervals. However, the child should be informed that a point can be earned or lost for his behavior in the hallway. If he fights or arrives late at the next activity, the teacher would add a point to the red side of the card as soon as he handed her the card. However, if he did not fight or arrived on time, the teacher would award him a point and praise him for his appropriate behavior. The child's peers should also be informed that points are also dependent upon his behavior in the hallway and they can help by not fighting with him or urging him to move more quickly to the next room.

Child's Name: _____
Consultant: _____
Date: _____

CLASS Program Checklist - Day Nine

_____1. Meet with teacher to discuss procedures for Day Ten.

_____A. The child will take his card to different classes.
_____B. Sessions should be planned to end in the homeroom where a reward will be provided.

_____2. Consultant should meet with staff members who supervise the student in other school activities.

_____A. Explain tracking of child's behavior for 5 seconds once every 10 minutes.
_____B. Explain pairing a praise with point on green card.
_____C. Playground or gymnasium staff person should hold up the point card.
_____D. Explain send-home procedure for fighting, stealing or damaging school property or continual disobedience.
_____E. If the particular child has problems in the hallways, explain awarding a point when he arrives on time or has not had behavior problems on route.

_____3. Inform child that he will earn or lose points for hallway behavior.

_____4. Inform peers how they can help the child earn points for hallway behavior. Be specific.

_____5. Meet with teacher to discuss program for Day Ten.

_____A. Explain use of Teacher Daily Record Chart.
_____B. Explain that child will take card to other classes.

_____6. Contact parents by telephone (or visit).

_____A. If child earned home reward:

_____1. Check praises _____.
_____2. Check reward _____.

_____B. Remind parents to send the point card to school the next morning.

_____C. Explain that tomorrow begins the all day schedule.

CLASS Program Procedures - Day Ten
(Teacher Phase)

Day Ten is the first day in which the program is extended to the complete school day. A number of changes occur as a result and a meeting should be held with the teacher to go over the new procedures. Because the program covers the entire school day, the number of 10-minute intervals may vary. Therefore, a new method for determining the number of points available for the child to earn is introduced. In addition, the teacher will begin using the Teacher Daily Record Chart (see Appendix XV) to record the points and praises for the entire day.

1. There are two methods to determine the maximum number of points the child can earn in a single day. The first method should be used if the length of the school day is fairly standard and the routine consistent from day to day. Using this method, the number of 10-minute intervals can be determined before starting the program. In other words, if the teacher knows the total number of minutes the child will be involved with the program (playground activities should be added where necessary), she can divide that number by 10 (10 observation periods) to obtain the maximum number of points available to the child each day. The use of this method will allow the teacher to write the number of points available and the number required for a reward on the board at the beginning of the day so that the child and his classmates know what the requirement is.

A second, less acceptable, method that can be used to determine the number of points available is simply to total the number of points recorded on both sides of the card throughout the day. Unfortunately, as this is a post hoc procedure, the number required for reward cannot be determined until the end of the day.

2. The number of points required for a reward remains at 80% of the available points. To obtain this number, multiply the total available points by .80, or simply use the CLASS Program 80% Chart (see Appendix XVI), in which the calculations have already been done.

3. On Day Ten the teacher begins use of the Teacher Daily Record Chart. This chart is used in three ways: (1) to record the student's progress, (2) to record the praises given by the teacher, and (3) to provide an overall pattern of the child's functioning throughout the school day.

The Teacher Daily Record Chart divides the school day into 10-minute intervals. The teacher tracks the child's progress interval by interval by recording a plus (+) if the point was given on the green side of the card or a minus (-) if the point was given on the red side.

In addition, the teacher monitors her own behavior by recording a circle in each interval a praise was delivered.

The third use of the chart provides the teacher with a picture of the child's progress and potential trouble spots. For example, the teacher might begin to notice after three or four days that the child is consistently losing points during specific periods of time. This information will alert the teacher to be aware of what may be occurring during the periods. In some instances, simple procedures may effect changes in the problem areas.

4. Whenever the child goes to another area for another activity and earns points there, the regular teacher should check the Point Card upon his return and add the points to the Daily Record Chart so that a complete record will be kept on the same sheet.

5. When contacting the parents on Day Ten, inform them that in the future, more than a single day's efforts will be required for either a school or home reward. No card will be brought home on Day 11, but on Day 12, the cards for the two days will be given to the child. Therefore, the reward at home should be commensurate with the increased effort and the parents should look at the List of Suggested Home Rewards (see Appendix VII) for selections of rewards of greater magnitude and discuss it with the child in advance. On the days when the child does not bring home a card, the parents should still inquire into his activities at school and praise him for doing good work.

Child's Name: _____
Consultant: _____
Date: _____

CLASS Program Checklist - Day Ten

Materials

_____1. CLASS Program Summary Chart
_____2. Randomization Chart
_____3. Red/Green Point Card (1)
_____4. Watch with second hand
_____5. Pen or pencil
_____6. Chair to sit beside child

Procedures — Time Required

_____1. Check with the teacher before school to be sure he/she is able to use the Teacher Daily Record Chart.

_____2. Review briefly the process for determining the maximum number of points.

_____3. Contact parents by telephone (or visit). 5'

_____A. If child earned home reward:

_____1. Check praises _____.

_____2. Check reward _____.

_____B. Remind parents to send the point card to school with child the next morning.

_____C. Tell them that the card will not come home the next day, but will bring home two cards the next day.

_____D. Remind parents about increased reward as program is becoming more difficult.

_____E. Positive feedback to parents. Tell them you will call again in the future.

CLASS Program Procedures - Days Eleven and Twelve (Teacher Phase)

The procedures for Days Eleven and Twelve are identical to those for Day Ten except for the reward activity. At this point in the Program the child is rewarded for meeting the criterion on both days. Therefore, the reward for the increased effort should be of a larger magnitude than previously. Suggestions are offered in the List of School Rewards (see Appendix VI).

From Day Eleven through Day Twenty the child will not be earning rewards daily. To help keep him motivated on other days, the teacher should use the following procedures. Cut out a sheet of poster paper the size of the number of Point Cards that will be used in that step, e.g., Days 11-12 (2), Days 13-15 (3), Days 16-20 (5). Then have her place the sheet up on the wall with an outline of each of the cards and large letters indicating that the child needs so many days of 80% appropriate behavior to earn the reward activity. For example, "Mark needs 3 days for Popcorn Party." Each day the child succeeds, the card is placed up on the wall in one of the spaces with the green side facing out. In this way, the child and the class can see that progress is being made.

The consultant need not contact the teacher or parent until after Day Twelve to determine whether there were any problems and to praise all concerned if the program was a success. The consultant should also inform both parties that Days Thirteen through Fifteen will be identical except that the child will have to meet the criterion on three days before a privilege can be earned for the class.

Child's Name: _____
Consultant: _____
Date: _____

CLASS Program Checklist for Days Eleven and Twelve

_____1. Have teacher prepare a sheet of poster paper for Days 11 & 12. Have teacher hang it on the wall with each day's card.

_____2. Contact the teacher at the end of Day 12. Discuss problems and praise the teacher.

_____3. Contact the parents.

_____A. If child earned home reward:

_____1. Check praises _____.
_____2. Check reward _____.

_____B. Remind parents to send card back to school.
_____C. Explain that tomorrow begins a three-day schedule and you will contact them at the end of 3 days.
_____D. Child will not bring card home until 3 days are completed.
_____E. Remind parents to offer three praises each night when child says he earned his points.

_____4. If child has not been successful, explain procedure to be followed:

_____A. Continue an extra day.
_____B. Recycle to Day Ten.

_____5. Remind parents that larger reward is appropriate for three day program.

_____6. Praise parents' participation.

CLASS Program Procedures
Days Thirteen through Fifteen
(Teacher Phase)

The procedures for Days 13 through 15 are identical to those for the previous level. The only change is the increase in the number of 80% days necessary for the reward activity. The teacher should use the poster paper on the wall so the children can follow the child's progress as he earns sufficient points each day. The parents should be eliciting school information from the child each day without the card as a stimulus. The consultant need contact the teacher or parents only on Day Fifteen to find out how the program went and to prepare them for the next step, i.e., choose a new larger reward for the larger effort.

Child's Name: _____
Consultant: _____
Date: _____

CLASS Program Checklist
Days Thirteen through Fifteen

_____1. Have teacher prepare a sheet of poster paper for Days 13-15. Have teacher hang it on the wall with each day's card.

_____2. Contact teacher at the end of Day 15. Discuss problems and praise her efforts.

_____3. Contact the parents.

_____A. If child earned home reward.

_____1. Check praises _____.
_____2. Check reward _____.

_____B. Remind parents to send card back to school.
_____C. Explain that tomorrow begins a 5-day schedule and you will contact them at end of 5 days.
_____D. Child will not bring card home until 5 days are completed.
_____E. Remind parents to give 3 praises each night when child says he has earned his points.

_____4. If child has not been successful, explain procedure to be followed:

_____A. Continue an extra day.
_____B. Recycle to Day Ten.

_____5. Remind parents that larger reward is appropriate for 5 days.

_____6. Praise their participation.

CLASS Program Procedures
Days Sixteen through Twenty
(Teacher Phase)

This is the last phase of the program in which reward activities will be used. Five days of 80% appropriate behavior is required. Therefore, the activity should be very special both at home and at school to help motivate the child and the class for the entire five days. All of the other procedures remain the same.

Child's Name: _____
Consultant: _____
Date: _____

CLASS Program Checklist
Days Sixteen through Twenty

_____1. Have teacher prepare a sheet of poster paper for Days 16 - 20. Have teacher hang it on wall with each day's cards.

_____2. Contact teacher at end of Day 20. Discuss problems and praise her efforts.

_____3. Contact the parents.

_____A. If child earned home reward.

_____1. Check praises _____.
_____2. Check reward _____.

_____B. Remind parents to send card back to school.
_____C. Tell parents that no more cards will be sent home but they should continue to praise him each night.

CLASS Program Procedures
Days Twenty-One through Thirty
(Teacher Phase)

During this final part of the program, the Point Card and the reward activities are stopped and the child's appropriate behavior is maintained by teacher's praise alone. By this time, praise has been paired with points for 20 days and should be more powerful and meaningful for the child. The next 10 days are crucial because they will determine the ultimate success of the program. If the child works and attends with no specific reward activities made contingent upon his performance, then it is a good indication that the teacher alone can support, reinforce, and maintain his appropriate behavior.

The teacher must continue to collect data using the Teacher Daily Point Chart to determine how successfully the child is able to meet the objectives of 80% appropriate behavior each day. She should also continue to record her praises of his behavior to insure that this is being done. However, no information should be given to the child about the data collected. In other words, while the teacher continues to record the child's behavior and praise the child once every ten minutes, he is, for all intents and purposes, treated like everyone else.

If the child fails to meet the criterion for two days during this period, the teacher should return to the Day Ten program, and after achieving success, return to Day 20 once more. This recycling procedure is necessary because the child's failure indicates that he is not ready to work at that level for praise alone. Therefore, a reward is programmed to bring the child back to criterion whereupon the rewards are again removed.

After the 30 days are up, the consultant should contact the teacher and parents and thank them personally for their cooperation and participation throughout the program.

Child's Name: _____
Consultant: _____
Date: _____

CLASS Program Checklist
Days Twenty-One through Thirty

_____1. Have teacher continue to use Teacher Daily Record Form.

_____2. Have teacher continue praising child once every 10 minutes.

_____3. Recycle to Day Ten for one day if child fails to meet 80% criterion for two days.

_____4. Contact teacher on Day 30. Praise and thank her for her cooperation.

_____5. Contact parents on Day 30 after the program is completed. Thank them for their cooperation.

Section III

Common Problems

This section deals with problems that CORBEH consultants have encountered in implementing the acting-out program. The reasons for including a discussion of these problems are threefold: (1) by being aware of potential common problems which can affect the outcome of the program, you will be in a better position to cope with them when they occur, (2) an advance knowledge of the situation(s) that produce such problems may allow you to prevent their occurrence in some cases, and (3) when these problems do occur, you will be able to take advantage of the prior experience of CORBEH consultants in dealing with them.

This section considers problems in four categories: those centering on the child, on the teacher, on the parents, and miscellaneous. Also included is a discussion of substantive objections that are commonly raised by school personnel or parents during presentation and/or implementation of the program. These objections sometimes involve questions or reactions which are difficult to resolve in a satisfactory manner. The following subsection provides a brief discussion of some of the issues raised in these objections along with a listing of some of the most commonly asked questions and reactions and some possible responses to these issues.

Substantive Objections Encountered in Presenting and/or Implementing the Program

The concerns which school personnel and parents commonly raise about the program tend to revolve around a few central issues. These have to do with the effects of labeling or with defining the child as a problem, with singling the child out for special attention and/or treatment because of his behavior problem(s), with the use of

rewards which may be perceived as a form of bribery, with the question of fairness and equitable treatment for all children, and with the amount of time participating adults may be required to spend in implementing the program. The following table summarizes problem statements, their probable causes, and prescriptions which you may find useful in responding to them.

Table 1

Summary of Substantive Objections Encountered in Presenting and/or Implementing the CORBEH Acting-Out Program

Problem	Probable Cause(s)	Prescription
1. Teachers, parents, principals or other staff may feel that rewards are bribes.	Belief that students should work for work's sake--not for rewards.	(1) Define bribe (Webster's definition), e.g., bribe means accepting remuneration for doing something illegal. (2) Give concrete examples: e.g., adults may enjoy their work but they still accept paychecks, bonuses, and royalties. (3) Briefly explain the principle of reinforcement (reinforcing stimuli or consequences increase performance) and show how reinforcement differs from a bribe.

Table 1 (continued)

Problem	Probable Cause(s)	Prescription
		(4) Indicate that rewards will be withdrawn by the end of the program and that the child's improved behavior will be maintained by such natural events as praise, improved study skills, more positive social interactions and so forth.
2. Teacher says she doesn't have time to praise or to give out points.	Teacher feels she is too busy. She may have a heavy workload or a large class.	(1) State that in many cases the teacher will spend less time and effort on the child after the program than is currently required. (2) As a rule, the time the teacher devotes to the child in the post-intervention period is positive rather than negative. (3) The program makes lasting changes in the child's behavior so that invested teacher time brings continuing dividends. The situation before intervention

Table 1 (continued)

Problem	Probable Cause(s)	Prescription
		makes heavy disciplinary demands on her time and energy without producing permanent behavior change.
3. Teacher feels praise is not an appropriate method of teacher control.	Teacher has been told praise is phony. She may have few praise statements in her repertoire. Teacher dislikes the child.	(1) Explain value of praise as a technique for increasing appropriate behavior. (2) Model a number of praise statements. (3) Indicate that you will give teacher a list of praise statements to help her vary her praise each day.
4. Teacher feels child will receive undue or special treatment because of his behavior problem(s).	Teacher wants to be fair; no special treatment for any student.	(1) Have teacher note how much special attention she is now giving the child for inappropriate behavior. (2) Tell her that the attention the child receives in the program will actually give him status and prestige for appropriate behavior.

Table 1 (continued)

Problem	Probable Cause(s)	Prescription
		(3) Point out structure of the CLASS program which helps the child learn to behave appropriately for longer and longer periods of time with less and less "special attention."
5. Parents express concern about child being defined as a problem in school.	(1) Parents are worried about the effects of labeling on their child's school adjustment.	(1) Go over the referral data with the parents indicating which behavior problem areas are of concern to the school
	(2) Fear that program will stigmatize child as having problems.	(2) Explain that their child will not be labeled as a problem by the program but that the school is concerned with certain aspects of the child's behavior and that you feel the program will improve his performance in these areas. As a result, their child's school adjustment will be improved and his chances for later school success will be increased.

Table 1 (continued)

Problem	Probable Cause(s)	Prescription
6. Parents remain negative about entering the program during or after presentation.	(1) Frustration and anger toward their child for his acting-out behaviors. The parents may be so angry with the child that they want you to take him and "fix" him without their involvement. (2) Fear that you may be doing something to them and their child by virtue of the powerful techniques used. (3) Feelings that their inclusion confirms that they had a causative role in the child's acting-out behavior problems. (4) Feeling that program will take too much of their time.	(1) "It may seem that a lot of time is being asked of you to praise and reward (_____), but you will actually have to devote less time to correcting inappropriate behavior later on." (2) "This program has been tested and found effective in helping children like (_____) increase their academic and social skills. Yet, we don't try to make him perfect. That is why we require only 80% appropriate behavior which we have found to be about average for children in the primary grades." (3) "We know that all children have different personal makeups. This is evident in the ways children adjust to school routines. Some children have little or no difficulty, while others require special

Table 1 (continued)

Problem	Probable Cause(s)	Prescription
		help. We regard it as our job to arrange the academic situation to meet each child's learning needs." (4) Encourage the parents to admit their anger, to express their feelings, and explain that their participation in the program may help them allay these negative feelings.

It is important that the consulting professional respond as completely and as honestly as possible regarding concerns expressed by parents and school personnel. These individuals are the primary change agents in the program and their support and acceptance are crucial to its success.

If parents and/or school personnel are not convinced of the merits of the program or if they still have unresolved conflicts regarding certain issues, then their effectiveness during implementation can be seriously reduced. For example, situations can arise in which the parents, child, and principal support the program and the teacher doesn't; yet the teacher feels she should agree to the program because of professional reasons and because of pressure applied by these individuals. Sometimes this results in a passively

resistant teacher who feels, rightly or wrongly, that she has been coerced into cooperating with a program she doesn't believe in.

This can create a very serious management/supervision problem for the consulting professional in implementing the program. If the teacher is sufficiently angry or hostile, there are any number of ways in which she can sabotage the program and thereby arrange conditions so that the child is not helped.

If you feel the teacher still has problems with the program after everyone has agreed to the contract terms, then you should schedule a private conference with her to get a more complete picture of her difficulties and the reasons for them. If you cannot satisfactorily resolve her problems in this situation, then you should reconsider having her participate as the primary change agent in the program.

Another alternative would be to schedule a second conference with the principal in which these problems are discussed. If they still cannot be resolved, then perhaps another teacher could be selected to implement the program.

Still another alternative would be to have the teacher remain in the program in the hope that, once involved, she would change her mind and become more cooperative. The CORBEH acting-out consultants have found this to be the case in many instances. That is, once the teacher sees that the program works, that the child's behavior changes, and that it does not seriously disrupt her classroom routine, she may become more supportive and therefore more tolerant of the program.

In a sense the consultant has to make a decision that involves considerable risk when this problem is encountered. If the consultant decides that he can "bring the teacher around" during the program and fails, there may be serious consequences for the child as well as for his working relationship with the teacher. If another teacher had been chosen instead, then the program might have been more successful. If the consultant decides against a particular teacher, ill feelings will probably result in any event. On the other hand, it is

possible the consultant could have changed the teacher's attitude had she been allowed to participate.[1]

There are no formal guidelines for making such a decision. The consultant has to make the best decision possible with the information available to him. The overriding concern in the decision process should be that the best interests of the child are served as conscientiously as possible.

Problems Encountered by Consultants

This subsection of the manual contains a discussion of problems encountered by CORBEH consultants in implementing the CLASS program. The material is organized around problems centering on: (1) the child, (2) the teacher, (3) the parents, and (4) miscellaneous.

The majority of problems encountered by consultants in the CLASS program consisted of insuring that the procedures were properly implemented. Because of logisitcal problems that exist in home and school settings, it is often difficult for the consultant to supervise implementation of the procedures as closely as is desirable.

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[1] The same arguments that apply to school personnel apply to parents. It is highly desirable that parents participate, and the program should not be implemented without parental permission. CORBEH consultants have found, however, that the CLASS program can be implemented successfully and the child helped even with relatively uncooperative and nonsupportive parents. However, it is important to note that the school portion of the procedures alone can still produce significant gains for the acting-out child.

However, the more effectively the procedures are implemented, the greater are the chances that the program will produce the desired results. The consultant's most important function in the CLASS program is to provide the necessary consultation and supervision for effective implementation of the procedures.

Problems Centering on the Child

The major problems centering upon the child in the CLASS program were: (1) bringing the child's behavior under control of the red/green card, (2) the child "testing" the program and (3) fading out the card toward the end of the program.

Bringing the child's behavior under control of the red/green card. The card is designed to provide the acting-out child with feedback regarding his behavior and to signal the occurrence of two events: earning points (green) or losing points (red). Even after it has been explained, it will often take the child a number of trials to learn that appropriate behavior (and earning points) is correlated with the green side of the card while inappropriate behavior (and losing points) is correlated with exposure of the red side of the card. Some children seem to learn this principle more quickly than others.

A few children will produce inappropriate behavior in the presence of the green side of the card and continue this behavior even after the red side has been exposed. This seems to occur for different reasons with different children. One child, for instance, had trouble settling down in the morning and had usually lost more points in the first half hour than he could afford for the entire day. Another child seemed unable to remember from one day to the next what the program was about, what was expected of him, or what the points meant. A third child seemed to lose all the behavioral gains he had acquired every time there was a break of more than three or four days in the established school routine.

In each case, the consultant advised the classroom teacher to supplement the daily sessions with some simple stimulus changes that

made it easier for the child to earn his points. For example, in the case of the child who had difficulty settling down, the teacher made sure she talked with him as he came into the classroom, reminding him in a positive way of the behaviors that helped him earn points. She also reminded him of the reward he was earning with his points for that day, while, at the same time, having him paraphrase to be sure he understood what specific behaviors were appropriate. She then praised both him and his classmates for appropriate settling down behaviors. Similarly, the teacher whose pupil couldn't remember the program from day to day essentially reintroduced the program to him for five minutes each morning when he arrived, praising him for what he did remember and for what he "re-learned" from her. The child whose behaviors regressed over vacation periods and absences due to illness was greeted on his return to the classroom by a much higher praise rate from the teacher for the appropriate behaviors that did maintain. This procedure allowed the child to reacquire his appropriate behaviors more quickly.

A good rule to follow when the child has difficulty in responding appropriately in the presence of the card is to identify which simple stimulus changes you can make that will help the child terminate his inappropriate behavior and thereby earn his points. This may involve such things as assigning a peer to model appropriate behavior for the child, or praising the child's classmates for ignoring his inappropriate behavior(s). No two situations are identical, so the stimulus changes you are required to make may be unique to your particular situation.

The child "tests" the program. Sometimes the acting-out child will deliberately test the intervention procedures. That is, he will behave in inappropriate ways to find out whether he will really lose a point. Sometimes he will even purposely miss criterion to see whether the promised reward will be withheld. In other instances, the acting-out child may deliberately break a major send home rule to see if he will really have to leave the class.

The best response to these deliberate infractions is to ignore the child and continue to follow the prescribed contingencies. Points should be awarded or withheld, as the child's behavior

dictates, irrespective of the child's motives. Verbal interchanges with the child regarding the purposefulness of his behavior are generally unproductive. Warnings are also a trap and should be avoided under all circumstances.

After the child has tested the program and found that the contingencies do indeed work as stated he will generally go back to trying to earn his points. Patience and persistence in "weathering the storm" of testing behavior can be effective even in relatively extreme situations. If a child, for instance, rejects the card and points, it can simply be offered to him later in the day or the next morning on the assumption that eventually he will prefer to earn something positive rather than continue to lose out by rejecting the program.

A child who manages to turn appropriate behavior into obstreperousness by, for instance, complying with a command so slowly or so noisily that he disrupts the class can still be praised for complying. The problem which often arises in this situation is centered more on the teacher than on the child (see Problems Centering on Teachers) because the teacher may become involved in a confrontation with him regarding his behavior. The child usually wins such confrontations because he has (1) fewer ethics and (2) more experience in psyching out adult opponents. It is very important for the consultant to deal with the problems facing teachers in such situations by (1) giving them encouragement and support for continuing in the program and (2) by teaching them to ignore inappropriate behaviors and to reward even minor approximations to appropriate behavior. The experience of CORBEH consultants has shown that persistence in the program usually brings the child under control of the red/green card, even after what have initially appeared to be total disasters.

Fading out the red/green card. Sometimes minor problems occur in fading out the red/green card. During the 30-day intervention period, the card acquires powerful control over the child's behavior since it signals when points can be earned and when they can be lost. The program is designed to gradually shift control of the child's behavior from the card to teacher praise. However, the rates of appropriate behavior for some children decrease substantially as the card is faded out.

There is probably an optimal fading schedule for each child for whom the program is used. Determining what this precise schedule is would be both difficult and time consuming. The same fading schedule is therefore applied to all children in the CLASS program. It has been successful for the majority of children in the program. However, for those children whose behavior becomes more disruptive during fading, it is probably an inappropriate schedule.

The CORBEH approach to this problem has generally been to recycle the child back into an earlier phase of the program, reestablish his former rates of appropriate behavior, and then to reintroduce the fading procedure. This process is continued until the card can be faded without a substantial loss in appropriate behavior. This is supplemented with an increased rate of teacher praise to help bridge the gap between card and no card.

In a few cases, it may be necessary to continue the card in one form or another until the end of the program. This would be necessary in those rare cases in which the recycling procedure is not successful. An intermediate step, used successfully by some teachers, involves an agreement between teacher and child that she will keep "mental points" for him during the day and send a note home on days that he makes his points. Even though this seems to be a viable alternative, the recycling procedure should be given every chance at working since the child will obviously have to be taken off the card at some point in time. CORBEH consultants have found that the recycling procedure is generally the most effective response to problems encountered in the fading process.

Problems Centering on the Teacher

Though the CLASS program is directed mainly at changing the behavior of the child, the behavior of the teacher is, in many ways, the crucial factor in whether or not the program succeeds. For this reason, problems that arise with the teacher, either in her understanding and application of the procedures or in her attitudes toward the target child and the program, must be recognized and dealt with.

The material in this subsection is organized around: (1) problems arising during introduction of the program, (2) problems arising during implementation of the program, and (3) problems arising after completion of the program.

Problems arising during introduction of the program. The teacher's role in the procedures will have been carefully defined by the time the program is introduced in the classroom. Thus, insufficient information on the teacher's part about her role in the program is generally not a problem. However, her attitude toward the target child at the start of the program can be a very serious problem.

CORBEH consultants have found that teachers of acting-out children are often negative and sometimes even hostile toward the acting-out child. A teacher who has negative feelings about the child will usually be quite open about them. Since the acting-out child frequently engages in behaviors that are highly irritating to the teacher, and since the teacher has been unable to cope effectively with them when they occur, these feelings are understandable. If these feelings/attitudes are reflected in the teacher's behavior toward the child, they can have a damaging effect upon her implementation of the procedures. For this reason, the consultant should be very sensitive to such teacher attitudes and be prepared to deal constructively with them. At the same time, the consultant should be careful not to reinforce such attitudes by attending, unnecessarily, to their negative content.

The consultant should use every available method to begin redirecting the teacher's attention toward whatever positive behaviors the child does produce and to the positive steps she can take to regain control of the situation. It is not always easy to avoid long conversations about how awful the child is, but such conversations should be redirected as quickly as possible.

The consultant should be prepared for a long period of work with the teacher to correct these attitudinal problem(s), never assuming that one 15-minute conversation during an introductory meeting will dissolve months of frustration, anger, and defeat. The techniques that work in changing the child's behavior also work to change the

teacher's attitudes, e.g., modeling, shaping, positive feedback and recognition for appropriate responses, encouragement and praise, and repetition and paraphrasing by the teacher to help her internalize the program's values. The consultant should also model for the teacher the kind of approach he wants her to use with the child--positive, patient, persistent, with lots of praise.

Problems arising during implementation of the program. As mentioned, the main problem facing the consultant during the implementation phase of the program is to insure that the procedures are applied uniformly and correctly. There are a variety of ways in which the procedures can be applied incorrectly, thereby reducing the program's effectiveness. Some of the most common examples follow: (1) teachers continue to give low rates of praise despite encouragement, modeling, and cueing from the consultant, (2) teachers forget to give points and praise when the consultant is not present or even manage not to see his cues for praise when he is present, (3) teachers delay the interval between the child earning his points and his receiving the backup reward to the point where its effectiveness is reduced, (4) teachers manage, by voice tone and facial expression, to turn what should be praise into condemnation, (5) teachers do not track the child's behavior properly, and (6) teachers don't come through with promised group rewards.

One teacher, during the initial testing of the CLASS program, was making the child explain each of his red points in front of the class at the end of the day instead of emphasizing his positive behaviors. Another wanted to change the program so that she could take away green points for misbehavior. A third refused to provide enough work for the child when he was sent out of the room with the result that his suspension had no productive outcome.

It is extremely important that the consultant get at the source of these teacher behaviors early in the program. CORBEH consultants have found that such teacher behavior usually results from one of two factors: (1) the teacher's actions are based upon a misunderstanding of program procedures, or (2) she basically doesn't want the program to work, feels negative toward it and the target child, and simply has too many conflicts to give the program the consistent involvement necessary to make it work.

The first alternative is the easier to deal with. If the teacher is supportive of the program, yet misunderstands certain procedures, then simple training or instruction will generally resolve the problem(s). If a specific classroom situation is creating problems, either the teacher can be helped to develop a new approach to that situation, or the classroom can be rearranged slightly so that the situation does not occur, or does not occur as frequently. The consultant should always try to pin the teacher down to specific complaints--not vague statements such as "Well, the program just isn't working the way I had hoped," but rather "He still disrupts the reading group." Once a problem is clearly specified, specific solutions can be applied, modifications can be made in the program, or the problem situation can be restructured.

The second alternative is less amenable to quick solution. The consultant, in talking with the teacher about problems with the program, is likely to be met with vague dissatisfactions, fears that no "real change" is occurring, eagerness to try drug therapy instead of the CLASS program, and expressed hopes of a "miraculous transformation" of the child with minimal involvement by the teacher. The teacher may express suspicions that the child has just become more devious and is still getting away with misbehavior while she's not watching. On the other hand, she may become overaware of the target child and relate in detail all his minor misbehaviors. A third response may be for the teacher to admit the target child is better but complain vociferously about some other child.

One of the most effective ways for the consultant to cope with this situation is to provide the teacher with accurate positive data about the program's effectiveness. He can show the teacher how the child's rates of appropriate classroom behavior have increased since the program began (using consultant recorded observation data). He can cite the successes of the program during development and initial testing of the procedures. He can give the teacher lots of encouragement and positive feedback about advances she has made in becoming more reinforcing in her interactions with the child. The consultant can also help the teacher see how the program procedures can be generalized to other children in the same classroom.

CORBEH consultants have used charts and graphs effectively to provide a record for the teacher of the child's progress in the program. The consultant keeps a chart which shows visually whether the child earned his rewards for each day of the program. This allows the consultant and the teacher to review the child's progress at a glance. Graphs of the child's percentage of appropriate behavior over successive days in the program have also proved useful. These data provide accurate information to the teacher about how the program is working. The consultant should review the chart and graphic data with the teacher on a weekly basis.

The program does work. While teacher expectations may be unrealistically high or teacher hopes abysmally low, data can be cited to show that it does work and it is working. This is really the most powerful weapon the consultant has against defeatist attitudes and actions of the teacher. But again, it is not a simple or quick resolution, and patience and persistence are crucial. Interactions with a negative teacher are not going to be very rewarding for the consultant. However, it is important that he continue to make contact, to initiate discussions about the program, to give and ask for feedback, and above all to continue to give the teacher praise, encouragement and positive information about her progress, the child's progress, and the progress of the program.

Some situations arose during initial testing of the program that made exceptional demands on CORBEH consultants. While these situations appeared to be relatively unique and did not occur with any great frequency, they are included to give the reader an idea of the range of problems that are likely to be encountered.

One teacher who had agreed to participate in the program late in the year came to it with serious doubts about her teaching ability. The day after the intervention began, she went on a three-week sick leave on doctor's orders to avoid a nervous breakdown. Her consultant maintained contact with her throughout the time she was away from school, encouraging her to plan to continue in the program and providing reassurance. When she was ready to return to school, the consultant worked closely with her in developing an extension of program procedures that had her directing praise not only to the target child

but also to four or five other children in the room. The consultant spent several days in the classroom, cueing her on when to praise, giving her feedback, praising her for her accomplishments and encouraging her to stay with the program. As she became more aware of how effective her praise was, she became more and more confident and able to carry through on her own. Termination of the card brought the usual slight relapse in the child's behavior and a severe crisis for the teacher's developing confidence. The consultant remained supportive and worked closely with the teacher in developing a solution to the fading problem. The program was moderately successful with this teacher. However, it required a large investment of consultant time and effort to make it so.

In another case, the teacher was persuaded to try the program even though she was convinced the child was uncontrollable. Before any real changes had occurred in the child's behavior, she found herself under pressure from the school's special teachers--the librarian, the music teacher, the physical education instructor--to establish better control over the target child and "get him in line." The situation made it difficult for the consultant to interact with the teacher since she saw his support and encouragement as simply one more pressure on her to "do something" about the child, whom she had already more or less written off.

In such situations it might be useful to alert the principal and to have him communicate his support of the teacher and the program; to talk with the special teachers and explain that the child's problem behaviors are being dealt with but that some time and patience will be required on everyone's part. He might ask the special teachers to support the teacher instead of criticizing her, and to give her feedback on any positive changes they see in the child's behavior. After that, the consultant might want to try to expand the program to include these specialists; letting them give points during their times with the child while at the same time providing a general introduction to the philosophy and procedures of the program.

In most cases, problems that arise are not as serious as either of these. For example, one teacher couldn't seem to grasp the scheduling chart by which she was to regulate her giving of praise

and points. Her consultant found it was necessary, after fruitless efforts to teach her how to use the schedule, to dictate to her, date by date, which intervals were to be in effect, to have her paraphrase and repeat the instructions, and to check to be sure she was using the right timing each day.

Another teacher promised a field trip as a group reinforcer but neglected to set specific behavioral guidelines for earning the trip. The effect was to decrease rather than to increase rates of appropriate classroom behavior. The teacher's reluctance to try such a group reinforcer again was eased by a thorough explanation (from the consultant) of just what had gone wrong and how it could be corrected the next time.

A third teacher was uncomfortable because she thought her praises sounded redundant and stilted. Data-supported feedback showing how successful and effective those praises actually were helped to make her more comfortable.

As has been continually emphasized, the teachor needs a great deal of support, supervision and positive feedback from the consultant during the implementation phase of the program. It is recommended that the consultant visit the teacher at least once a day during the first 10 days in which she is responsible for the program. Thereafter, a visit of at least once every two days is recommended. The teacher will have the greatest number of questions and problems in the first several days after taking over the program. The consultant should plan to be "on call" to the teacher during this period.

After the teacher has replaced the consultant following the first five days of intervention, the consultant should make it a point to collect observation data on the child and the teacher each week. A debriefing session can be held at the end of each week to review the child's progress and the teacher's performance. These sessions should be NONTHREATENING and positive in tone. The observation data can be used to provide positive feedback to the teacher regarding the child's behavior and to pinpoint areas in which the teacher could improve her performance.

It is helpful for the consultant to negotiate a variable, unpredictable schedule with the teacher for visiting the classroom during implementation of the program. The teacher is more likely to maintain an even level of performance if the consultant's visiting time is unpredictable.

Problems arising following completion of the program. There is a much smaller number of problems that can occur during follow-up than during implementation. In follow-up the demands upon the teacher and the consultant are substantially reduced.

The major problem that can occur during follow-up is a lack of maintenance. The two events that are most often associated with poor maintenance are: (1) difficulty in fading out the red/green card, and (2) a reduction in the teacher's praise rate following intervention.

Often the teacher expects the child to be "completely cured" following intervention. It is sometimes a shock for the teacher to realize she must continue to praise the child regularly in order to maintain the gains he achieved during intervention. In other cases, the teacher drops her praise rate because she no longer has the card to cue her.

Some teachers will feel that a child has merely played the system to obtain rewards and then regressed to his old behavior patterns following completion of the program. This will usually not be the case, though some regression does at times occur. Observation data will show in most cases that even after the card has been discontinued, appropriate behavior will account for a greater portion of the child's total time than it did prior to the program. It is very helpful to provide the teacher with these data as a means of encouraging her to continue her praise rate.

The consultant should continue to monitor the child's progress in follow-up and to interact regularly with the teacher regarding his performance. A weekly contact is recommended until it is decided the child's behavior change is relatively permanent.

Problems Centering on the Parents

Problems with parents of acting-out children are likely to be the most difficult for consultants to deal with since the family situation is one in which the consultant has only limited influence. Many families in the initial testing of the CLASS program had unusual life styles and already difficult relationships with the child which tended to exacerbate their problems in implementing the procedures.

A consultant can expect to encounter some hostility in dealing with parents. Some parents distrust the teacher or have already clashed with her over the proper way to deal with their child; others distrust anyone from the school, or connected with the school, because previous contacts have been punitive or critical of them. Still other parents will be hostile to everyone--blaming other children for their child's misbehavior, distrusting the consultant, objecting to every step of the program, rejecting any possibility of salvaging the child from a life of crime and degradation.

At the other extreme are families who just don't really care. In the original testing situation, one consultant found he couldn't get either parent to look away from the television long enough for him to explain the program. He would move between the parents and the television, and they would just shift their seats so they could see around him. His request to turn off the television was ignored.

Other families may object to having to do anything in the program--a parent may feel it is beneath his or her dignity to have to give the child praises when he brings home a card; another will object to being asked for involvement on the theory that, "It's the school's problem, I think it should be handled by the school." The send-home provision will provoke a lot of problems--some logistical, as with parents who both work or are otherwise out of the house most of the day; others emotional, as with the home-bound parent, usually the mother, who objects to having the child sent home when he's at his worst.

Family life style may prove a major barrier to implementation of the program. A family in which control is maintained largely by aversive means--criticism, punishment, etc.--will be difficult to convince that they should now begin a totally alien behavior pattern by praising and approving. Another family may be habitually unresponsive to their children, consequating erratically if at all, and only attending to the children when their behavior threatens a major physical disaster to family property. Again, the program's procedures will require them to learn to notice what the target child is doing, to attend to him and to take responsibility for consequating his behavior in a positive way--a task which they may not have undertaken before.

Still other families achieve the same end by the opposite approach, e.g., they refuse to let the child control his own behavior contingently, giving out rewards indiscriminately, taking total responsibility for control of his behavior, and bearing all the credit or blame for him as if he were a puppet. It is difficult to train such parents to respond to the child as a separate entity and to let him accept the consequences of his own behavior, e.g., having to work through an afternoon after being sent home instead of playing or watching TV.

Some families will be either separated or in the process of breaking up, and the child and anything that has to do with him may become a flashpoint for quarreling between the parents. In such situations, an unstable home life frequently affects the child's level of misbehavior, causing it to increase at school as well as at home.

These conditions are really beyond the power of the consultant to alter. He has to deal with them as they exist while trying to prevent them from interfering with the parents' implementation of the home portion of the program. Sometimes this can be a very difficult task.

This task is often further complicated because acting-out children do not necessarily behave the same way in all settings.

Some children are problems at school and not at home; others are severe problems at home and only minor problems at school by comparison, while still others are problems in both settings. For the child who is not a problem at home, the parents may not be motivated to cooperate with the program or the school. For the child who is a greater problem at home than at school, the parents may feel unable to cooperate with a school based program when the child is out of control at home. For the child who is a behavior problem in both settings, the parents' interactions with the school regarding the child's behavior and their attitude toward him can both work against their participation in the program.

Many of the problems that are derived from parental attitude, life style, prior interaction with the school, and so forth, may surface in the initial parent interview. The consultant can work patiently and positively with the parents, soothing their hostilities, explaining again and again, and having the parents repeat and paraphrase so the consultant can gauge their understanding of the program. But in many cases, it is likely to take a lengthy and exhausting session to introduce the program, another almost equally lengthy review just before intervention, and possibly even daily contact to make sure that the contract contingencies are fulfilled.

Hostile families must be continually monitored to make sure they are not punishing the child for red points or for not making criterion, and to encourage them to give praises and to follow through on rewards at home. Apathetic families must be prodded to go through with their part of the contract, especially when the child is sent home. If he learns that just by hitting somebody, he can get to go home and play all day, that contingency will lose much of its value in discouraging aggressive behavior. Families with internal problems will need reminding of the program because their own difficulties may loom so large that the child's red/green card will be forgotten or ignored.

Most of this monitoring can be done by phone, though an occassional home visit, arranged beforehand by phone, may be necessary in special problem situations. The following problems are sometimes

encountered: (1) the child is sent home, yet no one is home despite contract obligations, (2) the child reports that he is not given earned home reinforcers, (3) the send home contingency seems to be ineffective. These problems are serious enough that they should be attended to as soon as they arise.

Generally the parents will respond to these problems following a personal visit by the consultant. However, it is important that the consultant maintain close contact with the parents during the early stages of the program, even if they aren't experiencing problems. It is recommended that the parents be contacted daily by phone for the first ten days of the program and then every two or three days thereafter. The parents should also be contacted by phone each time the child is sent home for breaking a major school rule.

It should be mentioned again that the CLASS program can function without active parent involvement. However, whenever possible, it is most desirable for the parents to contribute in making the program a success.

Miscellaneous

Some problems arose during the initial testing of the CLASS program that are not easily classifiable. However, they are included to further illustrate difficulties that can arise in implementing the program.

In some cases, school officials may appear anxious to exclude the child, to transfer him to a special class or to a nonschool program rather than to participate in the CLASS program. By the time the acting-out child is referred, the school may feel it has exhausted its in-school alternatives for him. However, the consultant should emphasize the benefits to the child of being able to remain in the regular classroom. The consultant can cite the past successes of the program in helping teachers cope with acting-out

children and generally make a strenuous effort to convince school officials to at least give the child and the program a chance for the 30 days required before excluding him from school. The consultant has no leverage to insist on their participation, but he should try, for the child's sake, to institute a program which makes it possible for him to remain in the regular classroom.

Another problem revolves around school scheduling procedures. Many schools are arranged so that the child has several teachers, e.g., a special music or art teacher, a student teacher, and even different teachers for each subject. This causes problems when all the teachers involved for any substantial period of time with the child are not responding to him in the same way. It is optimal if they can all be included in the CLASS program from the beginning.

When this is not possible, as for instance when a student teacher takes over a class in the middle of the year, the consultant should try at that point to meet with the new teacher to explain the program and to ask for his/her cooperation. In situations where this is not feasible, children have been able to adjust to differing expectations, e.g., where the main reading and math teacher(s) are included in the program and can award him points and praise, and the special teachers do not. But once intervention has proceeded to the point where the child is on the card all day, the more of his school time included in the program, the better.

The question of whether to believe other children's reports about the acting-out child's behavior is often encountered in the program. Frequently, acting-out children become understandably unpopular with peers and are easily blamed for anything that goes wrong. While peer reports may be partially accurate and provide the teacher with otherwise unavailable information, relying upon them to make program decisions is generally not to be recommended. If the teacher uses inaccurate peer reports as a basis for sending the child home or for subtracting points, the child's confidence in the procedures can be undermined. This will eventually make them less rather than more effective.

Some behaviors which are part of the child's inappropriate repertoire are not very accessible to the CLASS program's procedures. One example is lying, which is difficult to consequate because it is difficult to tell immediately that it is occurring. The consultant, in one such case, eventually had to concentrate on other, more reachable behaviors in the hope that, as the child's acting-out behavior pattern was changed and he received more positive attention for his other appropriate behaviors, the lying would decrease.

Disruptions in the established school routine can cause problems by creating interruptions in the intervention procedures. Special classes, vacations, plays or concert rehearsals, etc., all should be taken into account in planning the program. It is not very productive to try to make the day of the school Christmas party one of the intervention days because conditions are so chaotic and so irregular that it is difficult for the teacher, let alone the child, to know what is appropriate and what is not. Similarly, after a long break due to vacations, teacher absences, child absences, etc., it may be a good idea to drop back in the intervention schedule to be sure that the child has a good chance of succeeding the first day after the break. This procedure is essentially a reintroduction of the program under conditions that will maximize chances for the child's continued progress.

Another problem has to do with differing perceptions of the child and the program by various school personnel. One consultant found himself receiving contradictory reports from the teacher, who was enthusiastic about the success of the CLASS program, and the school counselor, who was morose. The contradiction was eventually traced to differing perspectives held by these two individuals. The teacher, who had experienced nothing but defeat in connection with the child, was delighted to find herself able to respond positively to him and to note moderate changes in his behavior. The counselor, meanwhile, was looking at the larger picture which included a very disturbed home situation, and was seeing mainly how many central issues, outside the school setting, which were not being dealt with, even though the child's school behaviors had improved. The proper role for the consultant in this situation would be to put the child's progress and the CLASS program into proper perspective.

In summary, the authors realize that it is difficult to impose a standardized, uniform program on a situation as dynamic as the elementary school. However, the consistency and structure imposed by the CLASS program are two of the variables most responsible for its success. In general, CORBEH consultants have found the CLASS program to be highly successful despite the variety of logistical problems encountered in its implementation.

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APPENDIX I

REFERRAL INFORMATION FORM

Child's Name _____
First Middle Last

Date Referral Received _____
Month Day Year

Person Receiving Referral _____ Position _____
First Last

Person Making Referral _____ Position _____
First Last

Agency _____ Phone _____

GENERAL DESCRIPTION OF CHILD (From Referral Source)

Other Agencies Involved:

HOME INFORMATION:

Child's Address _____

Phone _____ Age _____ M _____ F _____

Birthday: Month _____ Day _____ Year _____

School _____

Teacher _____ Father's Name _____
First Last

Mother's Name _____

Is child currently on medication for behavioral problems? _____

If so, name of current medication _____

Amount per day _____ Doctor's name _____

SCHOOL PROBLEM BEHAVIORS CHECKLIST

Child's Name _____

Date _____

Rater _____ Position _____

Circle appropriate frequency for each item (only one).

H (high), M (medium), L (low), N (never)

		Frequency			
A.	Disruptive Behaviors (In classroom)				
	Out of Seat	H	M	L	N
	Yelling Out	H	M	L	N
	Running Around Room	H	M	L	N
	Disturbing Peers	H	M	L	N
	Hitting	H	M	L	N
	Ignore Teacher Orders	H	M	L	N
B.	General School Conduct Problems (Outside classroom)				
	Complains	H	M	L	N
	Fights Excessively	H	M	L	N
	Steals	H	M	L	N
	Destroys Property	H	M	L	N
	Defiant	H	M	L	N
	Argues (Talks Back)	H	M	L	N
	Ignores Other Teachers	H	M	L	N
C.	Poor Peer Relations (During School Hours)				
	Distorts Truth	H	M	L	N
	Fights Excessively	H	M	L	N
	Excluded From Activity	H	M	L	N
	Argues	H	M	L	N
	Temper Tantrums	H	M	L	N
	Bosses Peers - Needs to be #1	H	M	L	N

D. Other Behaviors

_____ _____

_____ _____

APPENDIX II

CONSULTANT OBSERVATION FORM

School District _____ School _____

Teacher _____ Grade _____ Student _____

Date _____ Activity _____

Circle One

Structure: G - Group I - Individual T - Transition

Program Conditions: Before During(Program Day___) After Follow-Up

Time Start: _____

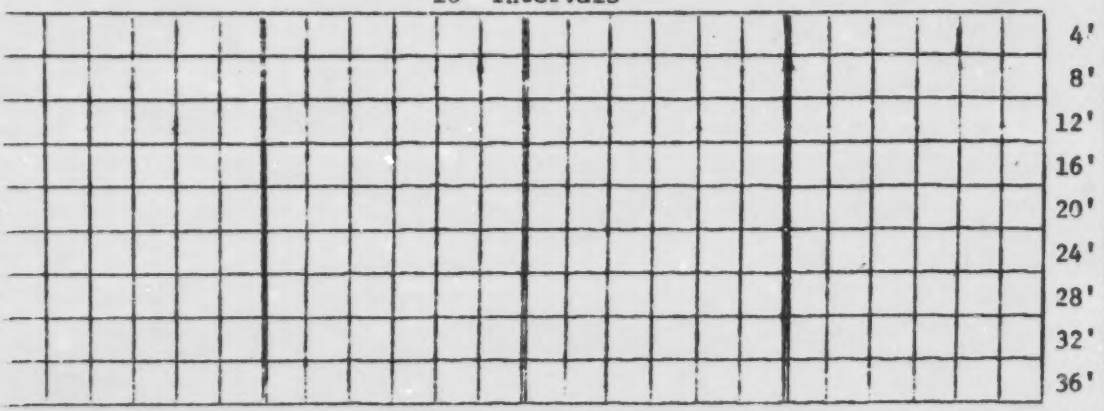
Time Stop: _____

Total Time: _____

Behavior Codes

Child	+	Appropriate Behavior
	-	Inappropriate Behavior
Teacher	0	Praise
	X	Disapproval

10" Intervals



Calculate percent appropriate behavior:

Interval method:

$$\frac{\text{(number of + intervals)}}{\text{(total number of intervals)}} \times 100 =$$

Stop watch method:

$$\frac{\text{(time on stop watch)}}{\text{(total time)}} \times 100 =$$

NOTES

APPENDIX III

CLASS RULES FORM

On this form, record the teacher's behavioral expectations for each area of concern. Next to the main headings are examples of some of the behaviors for which specific rules may be required.

Out-of-Seat Rules (pencil sharpening, during work periods, after work completed, approach teacher, getting a drink, etc.)

_____

_____

_____

_____

Talking-in-Class Rules (talking to teacher or peers about academic or nonacademics during work periods or free time)

_____

_____

_____

_____

Bathroom Rules (permission needed, how long)

Command Rules (commands repeated; how long after command)

Playground and Hallway Rules (lineup, noise level, limits of playground)

APPENDIX IV

Sample Presentation of School Intervention Procedures to School Personnel and Parents

The same presentation can be made to both parents and school personnel in informing them about the school portion of the program. However, socioeconomic status and educational level vary considerably among parents; so you may wish to adjust your presentation to them accordingly.

A suggested presentation follows:

"This program is a classroom-tested set of prescribed procedures proven effective in helping children like (child's name) in the classroom. It is designed specifically for children in the first and second grades who have behavioral difficulties such as being unable to sit quietly, fighting excessively, distracting working classmates, etc. By changing the behaviors that interrupt academic achievement and by increasing positive social interactions early in a child's school career, the chances for later academic and social success are considerably enhanced."

"Specific irrelevant behaviors such as hitting, being out-of-seat, yelling and fighting (include behaviors from the referral sheet which have medium and high frequency checks) are replaced with more relevant classroom behaviors such as attending to the teacher and assigned tasks. The program will be conducted in the regular classroom."

"The program is carried out in three stages: intensive involvement by myself, introduction of (teacher's name) into the program, and gradual phasing out of myself so that at the end of 30 school days you, (teacher's name), have sufficient mastery of the techniques to keep (child's name) productive and his social level consistent with that of his classmates."

"A red and green point card is used daily for recording whether acceptable or unacceptable behaviors are occurring and to signal the

child as to which are occurring. This record of points is also used to report (child's name)'s behaviors to his parents."

Pass out sample red and green cards--see Appendix XI.

"After I have carefully explained to (child's name) what appropriate behaviors are, e.g., attending to teacher and task in lieu of talking out, hitting, nonattending, etc., I will have him use the red-green card on me as I model appropriate behaviors. This insures that I know (child's name) understands the expected behaviors and the signaling process--red for inappropriate and green for appropriate. Then I will explain that he is going to earn points for this appropriate behavior which will earn a school reward for him and his class, and a home reward for him from (parents' name)."

"Points awarded will be consistently paired with specific descriptive praise for the appropriate social and academic behaviors (child's name) will be performing. The reason for pairing points with praise for appropriate behavior is to make sure that praise becomes meaningful to the student. Many acting-out children like (child's name) respond negatively to praise--becoming more disruptive when appropriate behavior is praised. These children have to 'learn' that parent, peer, and teacher praise is rewarding. This learning takes place when praise is combined with tangible items such as points that earn privileges. School rewards are usually in the form of a game, an extra recess, a special art project, or other compensation that fits in with your (turn to teacher) overall academic and social goals for the class. Home privileges may include such things as an extra half-hour staying-up at night, a special story, a game with a parent, small toys, or whatever can be worked out with Mr. and Mrs. (parents' name). Parents are expected to pair praise with these home privileges for the same reason that you will: because praise will take on the same value that the tangible rewards have as the program moves along."

"Most children like (child's name) receive attention from their peers, parents, and teachers when they are misbehaving. In many cases, either consciously or unconsciously, they are disruptive in order to get attention--and they usually succeed in getting undivided attention--from someone! This attention is rewarding and, of course, increases the chance that the child will 'act-out' again in order to 'turn on' the environment."

"In order to decrease inappropriate attention-getting behavior and increase appropriate school behavior, we will start by rewarding very, very short intervals of appropriate behavior with green points which will earn tangible rewards and with descriptive praise. These points will be awarded every 30 seconds on the first day of the program, every minute on the second day, and then at progressively lengthening intervals until toward the end of the program points and praise are awarded only once every 10 minutes. Most teachers find they can handle a 10-minute reward schedule quite easily. In the process, (child's name) will have stretched his attending-to-teacher-and-task time day by day until he is 'trained' in appropriate behavior."

"Red points, on the other hand, are a cost to the child. (Child's name) will be told that he must earn green points for 80% of the time--and will be told what this means--and that any red points will count against him. He will understand that he must meet this 80% criterion to earn school and home privileges. The criterion is purposely set at 80%, not 100%, so that he can reach the acceptable criterion without undue strain. The 80% attending level is a good rate which several studies have shown usually relates to adequate academic performance."

"As the program progresses, the point card will be used for longer periods of time during the school day and points will be awarded less frequently. This progressive expanding of both the time the card is in use and intervals between awarding of points will let (child's name) find himself succeeding for longer and longer periods of time and needing less continuous reinforcement for his appropriate behaviors. He will soon discover that he is obtaining more and more satisfaction from completing tasks and from teacher, peer, and parent praise for his appropriate social and academic behaviors."

"Do you have any questions or comments thus far? I've presented a capsule summary and would like you to have the overall purpose and procedures clear before we continue."

For frequently asked questions in these presentations and some possible responses, see Section III or common problems.

APPENDIX V

AGREEMENT TO PARTICIPATE IN THE CLASS PROGRAM

The purpose of this agreement is to clearly spell out responsibilities of everyone connected with the CLASS program. This program is designed to make positive changes in the student's school behavior to promote learning and social interactions at school.

The method used is based on tested constructive procedures that require careful and systematic attention to detail; hence a clear statement of responsibilities is required. The program is to last approximately 30 consecutive school days. All persons agree to carry out the terms of this agreement and shall not change the terms of this agreement unless renegotiations among all signers have occurred Any member can ask for renegotiation through contact with the consultant.

Student	Parent	Parent
Teacher	Principal	Consultant

Date

The consultant, _____, agrees to:

1. Conduct and supervise the CLASS program.

2. Share observational and other relevant data on behavior with all signers of this agreement.

3. Set up any meetings deemed necessary to enhance the student's progress through the program.

4. Provide materials necessary for accomplishment of program's aims.

5. Facilitate testing and observational procedures to be used prior to, during, and following the program.

Telephone number at office _____

Telephone number at home _____

The teacher, _____, agrees to:

1. Have the student observed in the classroom prior to, during, and following the institution of the program.

2. Have the student tested by appropriate staff prior to, during, and following institution of procedures.

3. Make a list of potential rewards or privileges for the classroom and carry out the contingencies when appropriate.

4. Permit the consultant to set up, provide resources, and take major responsibility for the first five days of the program.

5. Take over and maintain a prescribed and highly modified version of the first five days of the program with attention to detail and procedures on the sixth through the 30th days of the program.

6. Meet at least semiweekly with the consultant after day six to check the pupil's progress and obtain feedback on the program.

7. Work with other school staff when their involvement is necessary.

8. Provide assignments for the student if any of the nonpermissible behaviors occur. (Assignments will be of sufficient length so that the student will require the rest of the school day to complete them.)

9. Contact the parents the same day if the point card from the previous day is not returned, signed by a parent. (If this cannot be done or if the card is lost, suspend the program regarding the earning of privileges for one day.)

10. Send the student home--or to a work center--if the student had been sent home the previous day and did not return the completed assignments.

The principal and/or counselor, _____, agrees to:

1. Provide necessary support for the teacher's, parents', and student's participation in the CLASS program.

2. Engage in some or all of the subsequently listed activities which may be necessary during the course of the program.

   a. Make and encourage provisions for privileges which are earned by the student.
   b. Approve and assist the teacher and consultant should procedures call for the student being taken out of class and sent home.

      i. Call the parent(s) and tell them the child is being sent home and the reason for the dismissal.
      ii. Call and have parent(s) pick up their child.
      iii. If the child cannot be taken home, then have him/her work in a room with no privileges or social interaction until assignment is completed and classmates are dismissed for the day.

   c. Elicit other teachers' and staff members' support of the program should the need arise.
   d. Have your supervisory staff members collect observational data on appropriate behavior of the student during recess and lunch period if problems are reported during those times. (A simple frequency count will be obtained.)

3. Permit observation and testing prior to, during, and after termination of the program.

4. Provide support to parents by telephone, letter, or short interviews regarding the student's progress.

The parent(s), _____, agree to:

1. Follow the instructions on the red and green point card brought home by your child. Sign the card and indicate, if appropriate, the privilege given. Have the card returned to school the following school morning.

2. At the appropriate time of the program, reward your child with one of the following, or any other mutually agreed upon privileges, if he/she earned the required number of points in school.

a.	b.
c.	d.
e.	f.
g.	h.

3. Provide three praises each day of the program that your child earns the required number of points.

4. Withhold the above privileges if your child brings home the point card indicating he has not earned the sufficient number of points. During those times praise the child once for bringing home the card, sign it, and have him/her return it to school on the following school morning. (It is important that you do not scold, discipline, or talk about why your child did not obtain the privilege. Ignore the incident except for the <u>one</u> praise for bringing the card home.)

5. Provide the necessary transportation whenever your child is sent home early from school for the behaviors listed in the child's part of the agreement.

6. If your child is sent home from school early, supervise the completion of the homework assignments in the following way:

   a. Tell the child to begin working and you will see how things are going in five minutes.

   b. Leave the room and return in five minutes.

c. When you return and your child is working, give a praise. If the child is not working, give a reminder that the work must be completed before any other activities can occur. Leave the area and do not engage in any discussion. The child should be working as if school were in session.

d. Return in five minutes and follow the above procedures outlined in (c). If the child has been working both times then increase the checking time to 10 minutes and tell the child that you will be returning to note the work progress in another 10 minutes. Continue this procedure until the child says that the assignments are completed. If the child does not work on the assignment continue to check every five minutes until two consecutive five minute checks indicate that the assignment is being worked on.

e. When the child tells you that the assignment is completed, check that it is completed. Praise the child for finishing the assignment. (If the assignment is completed before the end of the school day, provide some other work for the day.)

f. If the assignment is not completed before the end of the school day, have the child continue working until the assignment is completed. The teacher has agreed to give the child enough work to complete during the school day so the child is not overburdened if the assignment is not finished by the end of the school day.

g. After the assignment is completed and the school day is over, let the child engage in the usual activities without giving any special privileges listed above. Do not scold or discipline the child in any way, your child has followed the rules of completing the assignment and no further discussion should take place.

7. Remind the child to take the completed assignments and the point card to school the next day or else admittance to the classroom will not be permitted.

The student, _____, agrees to the following:

A. In the Classroom

1. Talk in a moderate tone of voice.

2. Cooperate with the teacher and consultant by following instructions and working on assignments.

3. Remain in seat unless school work requires movement in the classroom.

4. Talk about work and play with classmates only at proper times.

B. On the Playground and in the Gym

1. Play in a cooperative manner with other children.

2. Follow the rules of the game.

3. Follow instructor's requests.

4. Handle equipment properly.

C. In Hallways and Lunchroom

1. Walk and talk quietly in corridors.

2. Follow rules of lunchroom.

3. Cooperate with the staff member who is in charge of the lunchroom.

D. Agrees to the list of privileges approved by your teachers and your parents, and further agrees that none of the privileges will be granted unless they have been earned.

1. The student can select the privileges up to the first four days. Thereafter, the class selects one of a group that the child has suggested.

E. Return the red and green point card to school the following morning.

F. The following behaviors not being allowed:

1. Hurting or attempting to hurt another person.

2. Destroying or stealing school or other people's property.

3. Continual disobedience to a staff member (to be defined individually).

4. _____

5. _____

G. Go home or go to a designated school room and work on assignments furnished by the teacher until the time that classmates leave school for the day if any of the behaviors in "F" above occur. The completed work must be returned to your teacher the following day to gain admission to the classroom.

APPENDIX VI

SUGGESTED SCHOOL REWARDS

Days One Through Eight:

During the first eight days of the program, approximately five minutes should be reserved immediately following the cessation of the program for the class reward. Rewards to be used during the first eight days include:

1. Academic Games (see attached lists)
2. 5 minutes extra recess
3. 5 minutes early dismissal
4. A special story or 5 minutes extra story time
5.
6.

Days Nine and Ten:

As the child is working for longer periods of time, the duration and/or magnitude of the rewards should be increased. Samples of rewards given on days nine and ten include:

1. An extra recess period
2. Hearing a special record
3. Reading a special story
4. Viewing a filmstrip
5. Having a guest speaker
6.
7.

Days Twelve and Fifteen:

The student must be successful for two days for the reward on day 12, and be successful for three days for the reward on day 15. Samples of rewards used for these days include:

1. Popcorn party
2. Peanut party
3. Record
4. Special movie
5. Trampoline time
6. Relay races outside
7. The child's mother provides cupcakes for party.
8.
9.

Day Twenty:

The reward provided for day 20 should be very special, as the child will have worked for five days to earn this reward. Examples of rewards available for day 20 include:

1. Picnic during lunch time (a favorite)
2. Field trip of academic and/or social significance.
   a. Geographical points of interest
      (mountains, lakes, rivers, canyons, seashore)
   b. Historical point of interest
      (monuments, buildings, parks, etc.)
   c. Business areas
      (airports, large department stores, farms, factories)
   d. City or town municipal areas
      (police dept., fire dept., library, city or town hall)

ACADEMIC GAMES

Seven-up

Seven members of the class (the "up" children) stand at the front of the room, the rest remain seated at their desks. The leader calls, "Heads down, thumbs up," and the seated children put their heads down on their arms and hold one fist out on the desk with the thumb pointing up. Each of the seven standing children then goes to one of his seated classmates, folds his thumb down and returns to the front of the room. The leader then calls, "Heads up, stand up," and the children whose thumbs were put down stand beside their desks. Each of them is then called in turn by the leader to guess which of the children at the front of the room put his thumb down. If a child guesses correctly, he takes the place of the child who folded down his thumb. If he guesses incorrectly, he sits back down at his desk. If the leader is replaced, the child who replaces him becomes the new leader.

If this arrangement proves too difficult and the children cannot guess who touched them, a rule can be added to have each of the seven "up" children whisper something to the "down" child he chooses as he puts that child's thumb down.

When "Seven-up" is used as a reward, the acting-out child should be named first leader and given the privilege of choosing six classmates to be the first "up" children.

Musical Chairs

For this game, chairs should be arranged in a circle with seats facing out so that chairs number one fewer than the number of children who will be playing. The only other necessary equipment is a source of music which can be quickly turned on and off. The teacher should be in charge of the music source, operating the phonograph, if one is used, or playing the piano or guitar. The children walk around the chair circle while the music plays, and when it stops, each child must try to find a seat. The one child

who is left standing and one of the chairs are taken out of the game, and the next round begins. Eventually, only two children and one chair are left, the winner being the child who can get sat in the remaining chair when the music stops.

When "Musical Chairs" is used as a reward, the acting-out child should be put in charge of arranging the chairs in the circle, and/or getting the other children in position to begin. Teachers should be aware of the potential in this game for physical conflict and assume the role of judge.

Simon Says

One student is chosen to be "Simon," the leader of the game. If "Simon says" do something, the children must do it; if Simon doesn't say do something, they must not. One child is chosen to be Simon. He or she stands at the front of the class and issues simple instructions: "Stand on one leg," "Jump up and down," "Sing la-la-la," "Raise your right hand." If Simon prefaces his command with "Simon says," any child who does not comply is out of the game. If the command is not prefaced with "Simon says," any child who does comply is out of the game. The game ends when Simon manages to trick the last remaining child in the game into either complying with a non-Simon-says, or ignoring a Simon-says. A new leader can then be chosen to begin a new game.

If this version proves too easy, Simon can be allowed to comply with all his own commands. This added confusion of visual versus verbal cues makes it harder for the children to discriminate between Simon-says and non-Simon-says.

Used as a reward, "Simon Says" should begin with the acting-out child as Simon.

Red-Light Green-Light

One child is chosen to be leader, the rest of the class lines up against the wall opposite that where the leader is standing. The

group's objective is to cross the room and touch the wall where the leader is standing. Members of the group may only move forward when he turns his back on them and says, "Green light." When he calls "red light" and turns back around, any child he sees still moving forward must return to the far wall and start again. The winner is the child who reaches the leader's wall before he either calls "red light" or catches them moving.

It is conducive to a relatively peaceful game to set up someone as judge beforehand to decide whether or not a child was moving after the leader turned around.

To use "Red-Light Green-Light" as a reward, let the acting-out child be either the first leader or the first judge of disputes, whichever is more rewarding for him.

Fruitbasket Upset

Chairs are arranged in a circle with seats facing inward. They should number one fewer than the number of children who are to play. The extra child is the leader and stands in the center of the circle. He goes to each child and whispers to him or her the name of a fruit so that each child has a different fruit name. He then stands in the center and calls the names of two fruits. The children who were assigned those names must try to exchange places, while the leader tries to occupy one of their chairs. One child will be left chairless and become the new leader, calling two more fruit names to begin the next round. The game has no formal ending point, but to add excitement or mark an end, the leader or teacher may call "Fruitbasket Upset," in which case all the children must change seats.

When Fruitbasket Upset is used as a reward game, the acting-out child can be the first leader and give all the other children their fruit names.

Flying Dutchman

This game involves a lot of running and needs a fairly generous space. The children stand in a circle facing inward and hold their hands cupped behind them. The child chosen to be "it" takes a handkerchief, piece of chalk, or other small object and walks around the outside of the circle. He drops the object into the hands of one of the children, then begins to run around the circle, trying to reach the place occupied by the child whom he chose. That child must take the object and run around the circle in the opposite direction, trying to get back to his place before the "it" child does. The loser becomes the new "it."

A variation on this game involves naming two children, one boy and one girl, as "it." The other children stand in the circle in boy-girl-boy-girl order. When the "it" couple chooses someone, that child takes the hand of the child to his left and the two couples race around the circle for the empty space.

The acting-out child should be named first "it," or can be given the privilege of organizing the game and naming the first "it."

'Round the World

A set of math or reading flashcards is needed for this game. The children are seated at their desks, with one child chosen to begin. He stands behind one of the seated children, and the teacher holds up the first flashcard. The chosen child and the seated child both try to be the first to give the correct answer. If the seated child wins, he becomes the new "it," and the standing child takes that seat. If the standing child wins, he moves on to the next desk and the competition begins again. The winner is the child who moves "'round the world" (all around the class to every desk) without losing, or the child who moves the farthest.

Since it frequently happens that both children call out the answer at almost the same time, the teacher should call it a "tie" and show another card.

The acting-out child should be the first "it" if this game is used as a reward.

Hot/Cold

One child is chosen and sent out of the room. The rest of the class decides upon an object which the student must try to identify. When he returns, he moves around the room trying to decide which object they chose. They help him by calling out "Warm," "Hot," or "Boiling" as he gets closer and closer to the object, or "Cool," "Cold," or "Freezing" as he moves away from it. When he guesses what it is, he gets to choose the next person to be sent out.

The game can also be reversed, with one child choosing an object and the rest of the class guessing when called on what it might be. The child responds "hot" or "cold" to each guess, depending on where the guessed object is in relation to the object he chose.

The acting-out child should be the child sent out or the one to choose an object in the first version; or he should be the leader in the second.

20 Questions

The popular name for this game is 20 Questions, however, more or less questions may be allowed as desired. It doesn't really matter. This is a guessing game in which an object is chosen and questions may be asked pertaining to the object. These questions must be put in a yes or no form and can only be answered as such.

To begin the game the target child gets in front of the classroom and thinks of an object. It may be anything--inside or outside of the room, living or nonliving. (This game may have the advantage of being a science game in a sense that it may acquaint the students with distinguishing objects by animal, mineral, or vegetable, animate or inanimate.) The leader thinks of something (let's say a horse) and begins by giving the class a few selected clues. These may be first of all whether it is animal, mineral or vegetable. For example, "The object I am thinking of is animal." This tells the students that is is animate, that it is living and moving. The second clue may pertain to the object's environment or location. For example, "The thing I am thinking of lives out of doors, usually in a field or pasture."

From here on the class begins to guess by raising their hands and asking questions having to do with size, color, and use of the object. The leader picks on the students with their hands raised one by one. He answers their questions by yes or no only. The questions may go something like this: "Is it red?" "No." "Is it brown?" "Yes." "Is it small?" "No." and so on. The student who guesses the right object, which in this case is a horse, takes the leader's place at the front of the room, and he picks an object and proceeds as before.

Drop the Handkerchief

This game involves space and movement and is best played in an activity room, gymnasium or schoolyard. The children stand in a circle facing inward with their hands held behind them. The acting-out child is chosen to be "it" first and is given a small object like

a handkerchief or a piece of chalk. He walks around the outside of the circle of children, then drops the object into the hands of one of the children in the circle. "It" then begins to run around the circle. The child into whose hands the object was dropped grabs it and runs in the opposite direction. Both try to get back to the empty place in the circle first, with the loser becoming the new "it."

APPENDIX VII

SUGGESTED HOME REWARDS

This is a list of rewards that parents may use while participating in the CLASS program. You will notice the magnitude of the reward increases as the amount of time your child is required to be on task increases.

Days One Through Six: Your child may receive one each night he has brought home his card indicating that he has earned his home reward.

(1) Cold lunch for next day
(2) Ten minutes extra play time
(3) Extra 30' of staying up at night
(4) Bedtime story
(5) Ice cream cone
(6) Roller skating
(7) Bike riding
(8) Trip to the park

Days Seven Through Nine: Usually the same as above, only increasing time allowed to stay up at night or specialness of treat including a small toy.

Days Eleven and Twelve: Your child needs to earn 80% of his possible points on two days before receiving his home reward.

(1) Family goes out for pizza
(2) Family goes out to MacDonalds
(3) Goes to a movie
(4) A visit with special friends

Days Thirteen Through Fifteen: Your child needs to earn 80% of his possible points on three days to earn his reward.

(1) Special family outing to nearby site
(2) A movie
(3) Medium sized toy

Days Sixteen Through Twenty: Your child needs to earn 80% of his possible points on five days to earn his reward.

(1) Very special treat such as camping
(2) Canoeing trip
(3) Visit to the zoo
(4) Trip to the coast
(5) Large toy
(6) Party for neighborhood children

APPENDIX VIII - PART I

SUGGESTED PRAISE STATEMENTS FOR TEACHERS

1. "Jimmy is really paying attention."
2. "Jimmy is sitting quietly and doing his work very nicely! Good job!"
3. "That's good thinking, Jimmy!"
4. "Wow, look at Jimmy study!"
5. "Everyone in here stop and look at Jimmy. He's really working hard!"
6. "Good job!"
7. "I can really tell Jimmy is thinking by what he just said. Good!"
8. "I really like the way Jimmy is working on his math book, keep up the good work!"
9. "I really like the way Jimmy has listened today. That's very polite, Jimmy, thank you."
10. "Fantastic!"
11. "Excellent!"
12. "Unbelievable!"
13. "Far out!"
14. "You look nice today."
15. "Jimmy is dependable."
16. "Jimmy is thoughtful."
17. "Jimmy is kind."
18. "Jimmy is trustworthy."
19. "I really appreciate the way you sit quietly and listen to me when I'm giving a lesson."
20. "Thank you for your attention."
21. "Jimmy just earned another point by sitting and listening to me when I was reading. Good job, Jimmy!"
22. "Jimmy's a hard worker today."
23. "Right on!"
24. "Right!"
25. "Good!"
26. "That's the best job I've seen today!"
27. "Nice!"
28. "That makes me very happy to see you working so well."
29. "Jimmy walked to his seat very quietly. Thank you."

30. "When Jimmy got up to get his materials, he returned to his desk and started right to work, good job!"
31. "I like the way Jimmy raised his hand when he wanted to share something with the class."
32. "The whole class is really being polite in listening to one another."
33. "That was a courteous thing to do for Ann, Jimmy."
34. "I'm glad you sharpened your pencil before class, now you're all set to go. Good!"
35. "Jimmy has all of the supplies on his desk and is sitting quietly waiting for instructions, good!"
36. "Jimmy and his whole row are sitting with their chairs flat on the floor. Good!"
37. "It's been a long time since I had to take any objects away from the people in this class. You really know how to show me you're responsible people."
38. Pat on the back when sitting quietly and studying.
39. "Jimmy knows how to follow instructions."

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APPENDIX VIII - PART II

SUGGESTED PRAISE STATEMENTS FOR PARENTS

During the program, you are asked to provide your child a reward at home each time he brings a card from the teacher indicating he earned the required number of points in school. In addition, you are asked to praise your child three times each day this occurs. While you probably use many praises already, the following list contains additional samples of praises you might want to use.

GENERAL PRAISE STATEMENTS

1. "Hey, you earned your reward today! I'm proud of you."
2. "Look at all the points you have on the green side of the card! Congratulations."
3. "It sure is wonderful that you did so well in school today. That makes me happy."
4. "Thank you for doing such a good job in working in school today."
5. "I'm pleased with how well you are doing in the program."
6. "You must have worked hard during those sessions in school today. That's great."
7. "Now you are up to _____ minutes and you made it again! You are doing a fine job."
8. "I'm sure proud to have you bring home a card like that. Thank you."
9. "You did just what the teacher asked of you during those sessions. That's wonderful!"
10. "What a fine son/daughter I have to bring such excellent reports from school!"

SPECIFIC PRAISE FOR SCHOOL WORK

Ask your child to show you the work that he/she did during the day. Show interest by asking questions. Praise the good parts of the work; comment on the quality and improvement of the work. Examples follow to give some idea of the statements that can be made.

1. "I'm pleased that you got all those problems right in arithmetic." (If the child had been doing addition, ask him to give you the answer to one that you know that he got right.)
2. "That reading looks hard and you did so well on it. What does this word say? Great, you sure are learning how to read! It won't be long before you'll be reading a whole book."

3. "The printing of those letters is fine. Why don't you print one." (Ask the child to print for you the letter that he has done the best.) "That's excellent!"
4. "What beautiful colors in that drawing. You have a good sense of colors."
5. "I'll bet that that is a boy." (Pick something out that you clearly know is an identifiable item.) "He sure looks good. Tell me about some of the other things in the drawing."

When you are talking to the child about his school work REMEMBER THAT HE IS LEARNING NEW MATERIAL AND TRYING HIS BEST AND WHATEVER ENCOURAGEMENT HE CAN GET FROM YOU IS MOST IMPORTANT. SHOW GENUINE INTEREST AND TALK TO HIM ON HIS LEVEL AND REALLY FIND OUT WHAT HE IS DOING IN SCHOOL IN LEARNING NEW THINGS. ONCE YOU BEGIN WITH SOME OF THE ABOVE STATEMENTS HE WILL BEGIN TO TELL YOU MORE AND MORE ABOUT SCHOOL. LISTEN AND FOLLOW AS HE DOES THIS. Your INTEREST in GIVING UNDIVIDED ATTENTION and ASKING QUESTIONS is EXTREMELY HELPFUL in maintaining his PROGRESS in school not only during the program but afterwards as well.

APPENDIX IX

PARENTAL AUTHORIZATION FOR
CHILD'S PARTICIPATION IN CORBEH'S
PREVENTION/REMEDIATION PROGRAM

I (we), the undersigned, have been informed about and consent to the procedures to be used by CORBEH's Prevention/Remediation program in _____ School in the _____ School District involving my (our) child. It is my (our) understanding that the procedures involve:

1. Classroom observations by professionally trained personnel.

2. The teaching of appropriate classroom behavior through which points may be earned for the child and/or his classmates. Points can be usually exchanged for special activities or events common to most classrooms.

In addition, I (we) understand that we may withdraw my (our) child from the program at any time.

_____
Child's Name

_____
Signature

_____
Relationship to Child

_____
Signature

_____
Relationship to Child

For CORBEH

_____

_____
Date

APPENDIX X

CHILD BEHAVIOR RATING SCALE - Instructions

If you feel that the child named at the top of the scale is very much like one end of the scale, you would place a check mark between the word and the dots as follows:

fair X: : : : : : unfair OR fair : : : : : X unfair

If you feel that the child is somewhat like one or the other end of the scale, you would place your check between the dots as follows:

strong : X : : : : : weak OR strong : : : : X: : weak

If the child seems only slightly like one side as opposed to the other, you might check as follows:

active : : X: : : : passive OR active : : : X: : passiv

If you considered both sides equally descriptive or if the categories do not apply, you would check the middle space on the scale.

safe : : : X: : : dangerous

Remember: never put more than one check mark on any scale. And also be sure to check every item to be sure you marked each one. Do not circle the dots.

Do not spend more than a few seconds marking each scale. Your first impression is what we would like to learn about.

In review: Very much like -- check extremes
Somewhat like -- in one from extremes
Only slightly like -- out one from center
Equally descriptive or does not apply -- center

CHILD BEHAVIOR RATING SCHEDULE

Child's Name _____ Rated by: _____

Relationship to child: _____ Date _____

1.	Loving	__	__	__	__	__	__	Not loving
2.	Noisy	__	__	__	__	__	__	Quiet
3.	Happy	__	__	__	__	__	__	Depressed
4.	Trusting	__	__	__	__	__	__	Distrusting
5.	Meaningless	__	__	__	__	__	__	Meaningful
6.	Irresponsible	__	__	__	__	__	__	Responsible
7.	Guilt-ridden	__	__	__	__	__	__	Free from guilt
8.	Demanding	__	__	__	__	__	__	Not demanding
9.	Not helping	__	__	__	__	__	__	Helping
10.	Honest	__	__	__	__	__	__	Dishonest
11.	Ineffective	__	__	__	__	__	__	Effective
12.	Dull-minded	__	__	__	__	__	__	Intelligent
13.	Poor memory	__	__	__	__	__	__	Good memory
14.	Easy to discipline	__	__	__	__	__	__	Difficult to discipline
15.	Jealous	__	__	__	__	__	__	Not jealous
16.	Fluctuating	__	__	__	__	__	__	Stable
17.	Soft-hearted	__	__	__	__	__	__	Hard-hearted
18.	Sociable	__	__	__	__	__	__	Unsociable
19.	Formed	__	__	__	__	__	__	Formless
20.	Independent	__	__	__	__	__	__	Dependent
21.	Excitable	__	__	__	__	__	__	Calm
22.	Warm	__	__	__	__	__	__	Cold
23.	Interesting	__	__	__	__	__	__	Boring
24.	Rigid	__	__	__	__	__	__	Pliable
25.	Optimistic	__	__	__	__	__	__	Pessimistic
26.	Tense	__	__	__	__	__	__	Relaxed
27.	Colorful	__	__	__	__	__	__	Colorless
28.	Disobedient	__	__	__	__	__	__	Obedient
29.	Anxious	__	__	__	__	__	__	Nonchalant
30.	Subject to distraction	__	__	__	__	__	__	Able to concentrate
31.	Exhibitionistic	__	__	__	__	__	__	Modest
32.	Conceited	__	__	__	__	__	__	Self-critical

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SUBMITTED TO ERIC DOCUMENT REPRODUCTION SERVICE.

Child's Name _____

Rated by _____ Date _____

33.	Cruel	__:__:__:__:__:__:__	Kind
34.	Curious	__:__:__:__:__:__:__	Uninquiring
35.	Emotional	__:__:__:__:__:__:__	Objective
36.	Soft	__:__:__:__:__:__:__	Hard
37.	Active	__:__:__:__:__:__:__	Inactive
38.	Dominant	__:__:__:__:__:__:__	Submissive
39.	Impatient	__:__:__:__:__:__:__	Patient
40.	Nervous	__:__:__:__:__:__:__	Placid
41.	Interested	__:__:__:__:__:__:__	Bored
42.	Real	__:__:__:__:__:__:__	Unreal
43.	Likes school	__:__:__:__:__:__:__	Dislikes school
44.	Attention avoiding	__:__:__:__:__:__:__	Attention seeking
45.	Adjusted	__:__:__:__:__:__:__	Maladjusted
46.	Consistent	__:__:__:__:__:__:__	Inconsistent
47.	Responsive	__:__:__:__:__:__:__	Aloof
48.	Ordinary	__:__:__:__:__:__:__	Individualistic
49.	Obstructive	__:__:__:__:__:__:__	Cooperative
50.	Self-confident	__:__:__:__:__:__:__	Subjectively inferior
51.	Extroverted	__:__:__:__:__:__:__	Introverted
52.	Tough	__:__:__:__:__:__:__	Sensitive
53.	Prone to anger	__:__:__:__:__:__:__	Not prone to anger
54.	Fearful	__:__:__:__:__:__:__	Not fearful
55.	Irritable	__:__:__:__:__:__:__	Easy-going
56.	Quick	__:__:__:__:__:__:__	Slow
57.	Adventurous	__:__:__:__:__:__:__	Timid
58.	Prone to tantrums	__:__:__:__:__:__:__	Not prone to tantrums
59.	Self-centered	__:__:__:__:__:__:__	Outgoing
60.	Strong-willed	__:__:__:__:__:__:__	Weak-willed

APPENDIX XI

RED/GREEN POINT CARD

GREEN

Child's Name_____ Date_____

1. Talk in a moderate tone.
2. Follow teacher's instructions.
3. Remain in seat except when school work requires being out of seat.
4. Talk, work, and play at proper times with classmates.
5. Attend teacher and work.
6. _____
7. _____
8. _____

S1. Points Possible___ Needs___ Earned___
S2. Points Possible___ Needs___ Earned___

Session 1 Time_____ Session 2 Time_____

_____ _____

_____ _____

Earned:
Did not earn: points required for home privilege.

Teacher's signature_____

School privilege_____

Parent's signature_____

Home privilege_____

RED

POINTS LOST

Session 1	Session 2

Removed from class for:

1. Hurting or attempting to hurt another person.
2. Destroying or stealing property.
3. Continual disobedience to a staff member.
4. _____
5. _____
6. _____

CLASS PROGRAM DAILY SUMMARY CHARTS

The two phases of the CLASS program, the consultant phase and the teacher phase, are presented in these daily summary charts to provide both consultant and teacher with complete information on the details of the program that will be in effect each day. During the first five days, the consultant will be in charge of most aspects of the program. The remaining 25 days are administered by the teacher.

Insert Consultant Phase Chart About Here

The Consultant Phase Chart summarizes the following components: (1) duration of sessions, (2) points, (3) praise paired with points, and (4) type of consequence. There are two columns under each component.

For duration, the left-hand column refers to the length of daily sessions and the form or structure of each one. Each day, the program should be carried out in one group session and one individual session whenever possible, indicated by the letters G for group and I for individual beside the minutes given for the length of each session. The right-hand column refers to the length of the interval during which the child is observed for 10 seconds. On Day One of the program, for instance, the child is observed for 10 seconds once each consecutive 30-second interval throughout a 20-minute group session and a second 20-minute individual session. During each such 20-minute session, behavior will be observed during 40, 30-second segments for 10 seconds in each segment, resulting in a total collection of 40 times 10 seconds or 400 seconds of observed behavior. On Day 2, the child's behavior is observed for 10 seconds during each consecutive 60-second interval during a 20-minute group and a 20-minute individual session. Thus, on Day 2, the child is actually

observed for a total of 20 times 10 seconds or 200 seconds. On Day 3, he is observed for 10 seconds every 2 minutes; on Day 4, every 4 minutes; and on Day 5, every 5 minutes. The particular 10-second segment during each interval in which the consultant observes the child is determined from the Randomization Chart (see Appendix XIII).

The second major category of data in the chart refers to the points the child can earn during the program. The left column contains the total possible points that can be given to the child each day, given that he can earn (or lose) one point for each 10-second interval during which the consultant is observing him. Total possible points for the first five days are, respectively, 40, 20, 10, 5 and 5. The right-hand column contains the number of points he needs to earn to reach criterion for that day, e.g., 80% of the total possible or, respectively, 32, 16, 8, 4 and 4.

The third major heading lists the consultant and teacher schedules for praising the child during the first five days. On the first day of the program, the child receives 10 praises paired with points. Nine of these praises are delivered by the consultant (see left column) and one by the teacher (right column). On Day 2, nine praises are given; on Day 3, seven; and then five each on Days 4 and 5. The teacher gives a greater and greater percentage of these praises each day until on Day 5 she delivers them all.

The fourth heading defines the type of consequence given for meeting criterion. At school (left column), all the consequences are group activities awarded to the whole class; at home (right column) they are all individual rewards given to the child himself. The child must earn the school rewards for both group and individual sessions before he can qualify for the home reward. Each home reward is accompanied by three praises from the parents.

Insert Teacher Phase Chart About Here

The format for the Teacher Phase of the daily summary chart is exactly the same as that for the Consultant Phase. Day Six of the entire program is the first day of total involvement by the teacher without the consultant and is the first day listed on the Teacher Phase daily summary chart.

The main difference between the two charts is that the child is observed for a 5-second period (instead of 10-second) during each of the designated intervals, starting on the sixth day of the program. The length of the sessions during which he is observed is gradually increased from 30 minutes twice a day on Day 6 to all day by Day 10. Starting Day 9, the teacher checks the child once for 5 seconds during each successive 10-minute period. This is continued until the program is concluded.

One major change occurs from Day 21 on. The point delivery system and the rewards (other than praise) cease. The teacher continues to praise the child once every 10 minutes on the average to maintain his on-task behavior, and also continues to record the behavior to determine whether it is being maintained.

Each teacher should be given a copy of the program summary chart to refer to during implementation. CORBEH consultants have found the program summary charts to be useful aids in implementing the intervention procedures.

Consultant Phase

CONSULTANT DAY	DURATION		POINTS		PRAISE PAIRED WITH POINTS		TYPE OF CONSEQUENCES	
	Length of Sessions G = Group I = Individual	Child observed for 10 seconds during every designated interval	Total Possible	Child Needs 80%	Consultant	Teacher	School	Home
Day 1	20 min. G 20 min. I	30 sec. 30 sec.	40 40	32 32	9 9	1 1	Group "	Individual and 3 social praises
Day 2	20 min. G 20 min. I	1 min. 1 min.	20 20	16 16	7 7	2 2	" "	" "
Day 3	20 min. G 20 min. I	2 min. 2 min.	10 10	8 8	4 4	3 3	" "	" "
Day 4	20 min. G 20 min. I	4 min. 4 min.	5 5	4 4	1 1	4 4	" "	" "
Day 5	30 min. G 30 min. I	6 min. 6 min.	5 5	4 4	0 0	5 5	" "	" "

TEACHER PHASE

TEACHER DAY	DURATION		POINTS		PRAISE	TYPE OF CONSEQUENCES	
	Length of Sessions G = Group I = Individual	Child observed for 5 seconds during every designated interval	Total Possible	Child needs 80%	Teacher with points	Earned at School	Earned at Home
Day 6	30 min. G 30 min. I	6 min. 6 min.	5 5	4 4	5 5	Group "	Individual and 3 social praises
Day 7	40 min. G 40 min. I	8 min. 8 min.	5 5	4 4	5 5	" "	"
Day 8	60 min. G 60 min. I	10 min. 10 min.	6 6	5 5	6 6	" "	"
Day 9	120 min. AM 120 min. PM	10 min. 10 min.	12 12	10 10	12 12	" "	"
Day 10	All day	10 min.	*See Note	To find these numbers, consult 80% chart	Once every 10 min.	"	"
Day 11	All day	10 min.	"			Larger magnitude Group (Day 7)	"
Day 12	"	"	"		"		
Day 13	All day	10 min.	"	"	"		
Day 14	"	"	"	"	"		
Day 15	"	"	"	"	"	"	"
Day 16	All day	10 min.	"	"	"	Very large group activity on Day 15	Large home activity on Day 15
Day 17	"	"	"	"	"		
Day 18	"	"	"	"	"		
Day 19	"	"	"	"	"		
Day 20	"	"	"	"	"		
Day 25 to 30	All day	10 min.	None	None	Once every 10 min.	None	None

*To determine possible points, use either (1) or (2): (1) If the time that the child will be in school can be anticipated, then determine the total number of minutes for a day and divide by ten. (2) If the time cannot be anticipated, count the total number of positive and negative points that the child has received for the entire day. That is the number of possible points.

RANDOMIZATION CHART

Program Day	Duration of Interval	# Intervals Per Session	10-Second Segment of Interval During Which Point is Awarded									
1	30"	40	1	2	2	3	3	1	2	2	1	2
			3	3	2	3	1	3	2	1	3	1
			3	2	2	2	1	1	3	2	1	3
			3	3	1	1	3	3	3	1	3	2
2	1'	20	5	2	4	3	6	1	2	5	2	5
			6	3	6	5	1	4	5	3	4	5
3	2'	10	4	8	11	4	7	10	4	5	1	6
			30"	3'10"	5'40"	6'30"	9'00"	11'30"	12'30"	14'40"	16'00"	18'50"
4	4'	5	23	6	22	13	10					
			3'40"	4'50"	11'30"	14'00"	17'30"					
5	6'	5	31	35	14	10	32					
			5'00"	11'40"	14'10"	19'30"	29'10"					

Note:

On days three through five, the use of the interval system to locate the 10-second segment during which the observation is made may be difficult. Thus, an alternate method is presented.

The 10-second segment during which a point is given has been converted to the time in minutes and seconds from the beginning of the recording period. For example, if the session began at 8:40 on Program Day 4, then the 10-second intervals in which observations take place would begin at the following times:

8:43'40" 8:44'50" 8:51'30" 8:54'00" 8:57'30"

Therefore, on Program Days 3-5, just add the number of minutes and seconds given in the chart below the randomly selected interval to the starting time of the session to determine the proper time to begin observing for purposes of administering a point. If a stop watch is used, however, then the converted times alone will suffice.

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APPENDIX XIV

CONSULTANT RECORD FORM

On this form, the consultant records the data for each day of the program. This provides a total program overview for each student. To illustrate how the form is used, one day of sample data is provided.

DAYS: In this column, the consultant records the actual date, the program day and session number.

ACTIVITY: Here, record the type of ongoing activity and structure in each session, e.g., Reading activity - Group structure.

POINTS: Under this heading, the consultant records the maximum number of points available in a session, the number of points required for the reward, as well as the number of points earned and lost during the session.

CRITERION: Here, indicate whether or not the student has earned 80% criterion.

PRAISE: Record the number of praises delivered which were paired with points and the number delivered independently of points as extra praise. This latter figure may not always be available to you if you are not observing in the classroom.

REWARDS: Indicate the school and home rewards earned on each day. This information is obtainable from the Red/Green Point Card.

REMOVED FROM CLASS: If class removal occurs, indicate the reason for removal and when the student returned to class with work completed.

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APPENDIX XIV

CONSULTANT RECORD FORM

Child's name _____ Consultant _____ Teacher _____

DAYS			ACTIVITY		POINTS				CRITERIA		PRAISE				REWARDS		RESULTS FROM CLASS	
											Consultant		Teacher					
Date	Program	Session	Type	Structure	Possible	Needed	Earned	Lost	Yes	No	W/Pts	Extra	W/Pts	Extra	Group	Home	Lesson	Returned Work
2/20/73	1	1	Reading	Group	40	32	38	2	X		9	2	1	1	Pup	1/2 hr. TV time		
		2	Math	Indiv.	40	32	35	5	X		9	1	1	2	5' extra recess			

TEACHER DAILY RECORD CHART

+ = Green
- = Red
0 = Praise

Time to Check	Date	Date	Date	Date	Date	Date	Date	Date	Date	Date
8:30- 8:40										
8:40- 8:50										
8:50- 9:00										
9:00- 9:10										
9:10- 9:20										
9:20- 9:30										
9:30- 9:40										
9:40- 9:50										
9:50-10:00										
10:00-10:10										
10:10-10:20										
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11:30-11:40										
11:40-11:50										
11:50-12:00										
12:00-12:10										
12:10-12:20										
12:20-12:30										
12:30-12:40										
12:40-12:50										
12:50- 1:00										
1:00- 1:10										

	Date	Date	Date	Date	Date	Date	Date	Date	Date	Date
Time to Check										
1:10- 1:20										
1:20- 1:30										
1:30- 1:40										
1:40- 1:50										
1:50- 2:00										
2:00- 2:10										
2:10- 2:20										
2:20- 2:30										
Pts. Possible										
Pts. Needed										
Pts. Earned										
Reward										

CLASS PROGRAM 80% CHART

Total Pts.	80%
1	1
2	2
3	2
4	3
5	4
6	5
7	6
8	7
9	7
10	8
11	9
12	10

Total Pts.	80%
13	10
14	11
15	12
16	13
17	14
18	14
19	15
20	16
21	17
22	18
23	18
24	18

Total Pts.	80%
25	19
26	21
27	22
28	22
25	23
30	24
31	25
32	26
33	26
34	27
35	28
36	29